COURSE OVERVIEW

This course explores issues of cultural identity and categories of difference (e.g., race/ethnicity, gender, sexuality, class, ability status, immigration status) as they influence and are influenced by school organization and practice. We will examine the sociopolitical context of diversity issues in education to better understand why inequities exist and what can be done to challenge them. We will also critically reflect on our experiences and perspectives pertaining to diversity, and discuss new and better ways to serve all students as educational leaders.

COURSE GOALS AND PURPOSE

This course will incorporate discussion, lecture, group activities, online assignments, presentations, and writing workshops to facilitate student learning. By the end of the semester, students will be able to:
(a) **Examine** their own assumptions regarding diversity and equity;
(b) **Analyze** the sociopolitical context of education that shapes diversity and equity outcomes;
(c) **Recognize** how categories of difference are related to disparate educational opportunities;
(d) **Produce** a research paper on a diversity topic relevant to their professional situation; and
(e) **Discuss** strategies for meeting diverse students’ needs in their professional context.

COURSE TEXTBOOK & RELEVANT JOURNALS

**Main text:**

**Please refer online to Purdue Owl for APA Style**
https://owl.english.purdue.edu/owl/

**APA Manual.** The Publication Manual of the American Psychological Association (Sixth Edition)

**EXPECTATIONS * OUTCOMES * PARTICIPATION * ATTENDANCE**

*Syllabus: subject to change. We will revisit it mid-semester*

**Attendance:** Attendance is required. Should you miss more than two classes you will not be able to receive anything higher than a “B” Grade. **Three classes missed will result in a mark no higher than B This does NOT Guarantee a “B”**. If you have two (2) unexcused absences, the student will be dropped from the class. Late arrivals and early departures are discouraged (A reasonably timed email stating the situation helps).

**Participants are expected to contribute** via focused discussion and participation in all learning activities. For our discussions and collaborative work to be meaningful, you are expected to complete all reading assignments and come to class prepared to participate in discussions. Bring to class questions to guide discussion. Be prepared to contribute a number of ideas. Class participation is:

**A- Outstanding**: Contributions in class reflect exceptional preparation. Ideas offered are always substantive, provides insights and direction for the class. Challenges are well substantiated and persuasively presented. This person enriches the class and the quality of the discussion in positive ways.
Good: Contributions in class reflect thorough preparation. Ideas offered are usually substantive; provides insights and sometimes direction for the class. Challenges are well substantiated and persuasively presented.

Adequate: Contributions in class reflect satisfactory preparation. Ideas are sometimes substantive: provides generally useful insights, but seldom offers new direction for discussion. Challenges are well presented, fairly well substantiated and sometimes persuasive.

Non-Participant: This person says little or nothing. There is inadequate basis for evaluation.

Guidelines for Engaging with Research

Engage with the assigned texts on an academic level. The work we will be reading will not “tell” you things. You must ask questions and make connections while you are reading in order to understand the content. Please do not expect to understand everything perfectly upon a first read. Some recommendations to support comprehension are: (a) summarize the article to someone who is not in the course; (b) articulate whether you agree or disagree with the author, and with what points; (c) consider how the perspective in this text compares to the other texts and ideas discussed in class; and/or (d) re-read.

Think about how these texts challenge you personally as well as professionally. Critical self-reflection is a crucial first step before we can effect change in our workplaces. You won’t come to class with all of the answers, and neither will I. We will learn by listening to and engaging with one another.

ACADEMIC INFORMATION

Academic Accommodations: If you have a disability, you can provide documentation to the Disabled Student Services Office. Please, call 747-5148 or visit Room 106 of the Student Union East. Accommodations may then be provided for you.

Incomplete: An incomplete (“I”) will be given only when there is a documented medical or family emergency and only if the student has passed the first half of the course. The student must make arrangements to complete the course with the instructor within five working days after the end of the term. If the student does not make arrangements with the instructor within five working days after the end of the term, an “F” for the course will be submitted.

Drop Deadlines: April 1st. Students are responsible for dropping the course or withdrawing.

Electronic devices: Cell phones and pagers must be in silent mode. We will be conducting most of the class without computers. Please refrain from using any messenger apps while in class. The use of any electronic device during class must have prior permission from the instructor.

Multiple Submissions: If you wish to further pursue a paper from another course then we will discuss the content and the direction you wish to pursue. This does not guarantee agreement.

Course evaluations: Both a mid-course and final course evaluation will be conducted. The mid-course evaluation will be used to enable the instructor to make adjustments to the remainder of the course. Please, take the time to provide sufficient and constructive feedback.

Grades at Midterm: Students will be given an indication of their standing in the course on a regular basis and through the return of graded work on a timely basis, usually by the next class session of a due date.

COURSE BREAKDOWN AND GRADING

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Due</th>
<th>Grade</th>
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<tbody>
<tr>
<td>Participation/ Attendance</td>
<td></td>
<td>20%</td>
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<tr>
<td>Autobiography</td>
<td></td>
<td>5%</td>
</tr>
<tr>
<td>Double Entry Journal 5 x 2</td>
<td>TBA</td>
<td>10%</td>
</tr>
<tr>
<td>2 Page Proposal Diversity Paper</td>
<td>Feb 7th</td>
<td>5%</td>
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**ASSIGNMENT DESCRIPTION**

**Participation/ Attendance:** Given the content of this course, we often discuss sensitive matters (such as race, class, gender, sexual orientation, politics, etc.), and it is essential that everyone feel safe to express her- or himself. I ask that we commit to the following principles of discourse from Gary Fenstermacher:

1. Listen and understand before you judge. Learn to “hear” and comprehend before you draw conclusions or evaluate what others are saying.
2. Rather than criticizing or negating what someone says, probe and ask questions as a means to gain more understanding.
3. Do what you can to make the discussion atmosphere safe for different perspectives. Present your own positions gently, and listen to the positions of others in the same way.
4. Invite fellow students who are not participating to engage the topic. Ask them what they think (and take a genuine interest in their answers).
5. Be aware of your own participation, checking occasionally to ask whether you are monopolizing the conversation or failing to contribute at all.

**Autobiography:** Submit a 1-2 page description of who you are. You may include:

A. Family history and your background  
B. Significant events in your life  
C. Examples of dealing with discrimination/ prejudice  
D. Lessons learned  
E. Future ambitions

**Valenzuela Chapter Summary Reflective Piece:** You are required to read Valenzuela’s *Subtracting Schooling: U.S.- Mexican Youth and the Politics of Caring*. As part of the readings, you are required to write a one-page summary of each chapter. Each summary will address only two things.

1. The section that was most relevant to you (describe what the author said in about 2-3 lines).
2. Reflect on why this had meaning to you. What struck a nerve? What made you think? Why is this important?

The reflection piece will only be about 250-300 words long (each) for each assigned chapters. This is about *your thoughts and reflection*. I am more interested in the connection between you and the material and not what you think I want to hear.

**DOUBLE-ENTRY JOURNAL GUIDELINES**

The double-entry journal (DEJ) is a reflection piece that allows a deeper understanding of an article. Summarization of an article is only a basic level of Blooms Taxonomy. The DEJ goes beyond the knowledge base toward understanding, applying, evaluating creating (synthesizing) personal responses and reflection.

Each DEJ should be 2-3 pages in length. There is a pattern. Left side is objective-that means you are recording the facts. Right side is subjective-that means you’re recording your beliefs, ideas, thoughts. I care more for the reflective RIGHT side.
You will be given an example to show you. Should you miss a class, you will be required to complete and submit another DEJ. This does not mean you are excused from the readings or work. Nor does this guarantee a pass grade.

<table>
<thead>
<tr>
<th>1. Author(s), year of Publication, title of article or chapter and title of book or journal it came from, and the location and the name of the publisher.</th>
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<tbody>
<tr>
<td>(Left-hand side): Objective Summary &amp; Highpoints</td>
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<tr>
<td>2. Full summary of reading (5-6 sentences someone who hadn’t read the reading could understand).</td>
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<td>3. List 6-10 thought provoking points or quotes from the reading.</td>
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<td>4. One or two questions you have?</td>
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### Double-Entry Journal Criterion

<table>
<thead>
<tr>
<th>Description</th>
<th>Points</th>
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<tr>
<td>Extent to which the entry demonstrates comprehension of the assigned reading</td>
<td>2</td>
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<tr>
<td>Extent to which the entry makes connections between the readings and the student’s current or future practice</td>
<td>2</td>
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<tr>
<td>Extent to which the entry applies readings to the research proposal</td>
<td>2</td>
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<tr>
<td>Extent to which the entry demonstrates meaningful insight</td>
<td>2</td>
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<tr>
<td>Correct writing mechanics (Syntax, grammar, spelling, etc.)</td>
<td>2</td>
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<tr>
<td><strong>Total</strong></td>
<td><strong>10</strong></td>
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### DIVERSITY PAPER in THREE Parts

**Part A** – Proposal of Diversity Paper - 5% (15 Marks) Due Feb 7th Noon

You will submit a 500-word (2 pages approx.) outline of your proposed final paper.
1. This proposal will include the general problem you will be addressing.
2. Why you are exploring this issue
3. What you hope to learn?

**Part B- Rough Draft of Proposal (10%) Due March 13th Noon**

This is an opportunity for you to get early feedback on your diversity paper. You will submit a 4-5 page rough draft of your proposal. It should have an introduction with the topic and the focus of the study. You should also have about 2 pages of literature— find articles and newspapers that give us information about the topic.

**Part C-Final Diversity Paper- 35% (60 marks) Due April 29th Noon**

A 8-12 page research paper on a diversity issue of your choice. The essay addresses three areas: (1) the sociopolitical context of your issue, (2) the significance of your issue in education, and (3) suggestions for how educational leaders can address the issue to increase equity. You must engage at least three of the assigned readings for the course, as well as conduct outside research. (2,000-3,000 words). This paper should include:
1. 1. Introduction. Begin by identifying your focus or topic (the Problem). What is the focus of this study? Describe your focus in no more than two paragraphs using concise and simple language.

2. Background to the problem? (What did the literature you read say about the problem)

3. Your Methodology: did you speak to people or just use articles

4. What are the differences between the readings/literature and your experiences?

5. What did you find?

6. What are your recommendations to alleviate the problem? (You should have about 4-5)

7. What are potential other topics to help answer this problem?

8. What are some shortcomings of your paper?

9. What did you learn from the readings /class room discussions?

**Poster Presentation - Due May 1st (10%)**

The PPT/poster presentation will be a summary of the main points of your paper.

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<thead>
<tr>
<th>PPT/ Poster Presentation 10%</th>
<th>Point</th>
<th>Mark</th>
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<tbody>
<tr>
<td>Quality of presentation</td>
<td>5</td>
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<tr>
<td>Organization</td>
<td>5</td>
<td></td>
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<tr>
<td>Recommendations and Future Research</td>
<td>10</td>
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<tr>
<td><strong>Total</strong></td>
<td>20</td>
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**5345 DIVERSE SOCIETY - SEMINAR SCHEDULE SPRING 2016**

<table>
<thead>
<tr>
<th>Wk. 01 Jan. 18</th>
<th>Introduction to Educational Leadership in a Diverse Society</th>
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<tr>
<th>Wk. 02 Jan 25</th>
<th>Class and Poverty: Part I</th>
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<tbody>
<tr>
<td>1) Gorski, Ch2 and Ch3 (pp. 15-51)</td>
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<tr>
<td>2) Gorski, The myth of the culture of poverty</td>
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<td>3) Excerpts on Privilege</td>
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<tr>
<th>Wk. 03 Feb 1 (HY)</th>
<th>Class and Poverty: Part II</th>
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<tr>
<td>DUE: Feb 7th PROPOSAL for Diversity Paper</td>
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<tr>
<td>DUE: DEJ on ORFIELD</td>
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<tr>
<td>Wk. 04</td>
<td>Race &amp; Ethnicity Part I</td>
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<tr>
<th>Wk. 05</th>
<th>Race &amp; Ethnicity Part II – College readiness (Updated)</th>
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| Feb 15  | Reading:  
DUE: Bring 3 questions for the author of the Villvicencio article Moving the Needle |

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<tr>
<th>Wk. 06</th>
<th>Race &amp; Ethnicity Part III</th>
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| Feb 22  | HYBRID  
Reading:  
3. Valenzuela. Ch.2  
DUE: Bring 3 questions for the author of the Villvicencio article Moving the Needle |

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<tr>
<th>Wk. 07</th>
<th>Race &amp; Ethnicity Part IV</th>
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| Feb 29  | Reading:  
DUE: DEJ on Stanton-Salazar |

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<tr>
<th>Wk. 08</th>
<th>Gender LGBTQ</th>
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</table>
| Mar 7   | (HY)  
Readings  
3. Valenzuela. Ch.3  
Further Readings (not required)  
DUE: MARCH 13th 4-5 Pages of your Rough Draft Diversity Paper |

<table>
<thead>
<tr>
<th>Wk. 09</th>
<th>Language &amp; Immigration</th>
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| Mar 14  | Readings  
**Week 10 March 21**  
**Special Needs/ Disability**  
Readings:  

**Week 11 March 28 (HY)**  
**Religion**  
Readings:  
3. Valenzeula Ch.4

**Week 12 April 4**  
**Equity**  
Readings:  

**Week 13 April 11 (HY)**  
**Equity II**  
Readings:  
1. Gorski Ch. 8 & Ch. 9.  
2. Dowd & Bensimon. Ch. 6  

**Week 14 April 18 (HY)**  
**Work on Final Paper and Poster Presentation**  
**DUE: April 29th Sunday Noon**  
4. Valenzeula Ch. 5 &6

**Week 15 April 25**  
**TBA – Final Questions on Paper and PPT**

**Week 16 May 2**  
**Final Presentations**

**Have a Great Summer!**