



California State University, Long Beach
College of Education
Department of Teacher Education

CULTURAL & LINGUISTIC DIVERSITY IN SCHOOLS
EDEL 431, Section 3, SPRING, 2021
MEETING TIME: THURSDAYS, 7-9:45 p.m.
MEETING PLACE: ZOOM

Bill Jeynes, Ph.D.

Office Location: ED2-267

Office Hours: T 3:25-4 p.m. (by phone), 6:45-7 p.m. (by Zoom),
9:45-10:55 p.m. (by Zoom at first, then by phone)
TH 6:25-7 p.m. (by phone), 9:45-10:55 p.m.
(by Zoom at first, then by phone) or by appointment

Home Phone: (714) 901-4274

College of Education Theme: Teaching for Life-Long Learning, Professional Growth & Social Responsibility

College of Education Mission:

- *Promote intellectual, personal, and interpersonal growth for all students
- *Prepare socially responsible leaders for a rapidly changing, technologically-rich world
- *Value diversity and prepare students for a diverse world
- *Serve and collaborate with other educators and the community
- *Promote school improvement for all students
- *Engage in research, scholarly activity, and ongoing evaluation

Vision of the Department of Teacher Education- The Department of Teacher Education at California State University- Long Beach prepares knowledgeable, caring, reflective, and highly competent teachers who are advocates for children, adolescents, and families. Our inquiry-and experienced-based programs promote educational equity and excellence in contemporary, inclusive urban classrooms.

Course Description

Multicultural education, including concepts of culture, educational equity, social justice, multiple forms of diversity, and anti-bias/anti-racist curriculum. Models of English language acquisition, bilingual education theory, and instructional accommodations for diverse students.

Ten hours fieldwork required. Letter grade only (A-F). Same course as EDP 431 and LING 431.

REQUIRED TEXTS

Domnwachukwu, Chinaka Samuel (2010). An Introduction to Multicultural Education. Lanham, MD: Rowman & Littlefield.

Fraser-Burgess, Sheron (2019). Annual Editions: Education. New York: McGraw Hill. 44th edition. (Given that I was just assigned to teach this class and the book I used last year, Annual Editions: Multicultural Education, is no longer available, we will do the following. The assigned readings for this text, which are for later in the semester, will appear in an updated version of this syllabus, at a later time).

Jeynes, William. (2011). Parental Involvement and Academic Success of Children. New York: Routledge.

Student Learning Outcomes:

Students who have successfully completed this course should be able to:

1. Identify and analyze the key concepts of multiculturalism in the context of the U.S. and California;
2. Identify and analyze the key historical events, both institutional and personal, in response to diversity in the U.S. and California;
3. Identify and analyze the historical, political, and social backgrounds of educational policy initiatives, regarding equal access to educational opportunity;
4. Identify and analyze the theory and application of multicultural education, social justice, and anti-bias and anti-racist education;
5. Identify and analyze the historical, political, and social backgrounds of educational policy initiatives, regarding second language education, bilingual education and dialect choice, and apply pedagogical theories, principles, and instructional practices for comprehensive instruction of English learners;
6. Identify and analyze the characteristics of cultural and linguistic resources among children, and apply formal and informal methods to assess students' language abilities, content knowledge, and skills;
7. Identify and analyze one's own attitudes, beliefs, and approaches to multicultural education;
8. Identify and analyze multicultural identities of today's student population and appropriate approaches to them;
9. Identify and analyze the importance of equal access to technology in multicultural education.

Grading Policy

90-100%=	A
80- 89%=	B
70- 79%=	C
60- 69%=	D
0- 59%=	F

Additional Policies

- * I highly discourage the taking of an **incomplete** for this course. I maintain this policy for the benefit of the student. Over the years I have learned that most incompletes are never made up.
- * **Attendance- Ten percent of your grade will be based on attendance and classroom participation. Tardiness** can also hurt your grade.

Special Needs- Students with a disability or medical restriction who are requesting a classroom or academic accommodation should contact the Bob Murphy Access Center (BMAC) located in the Student Success Center, #110, or by phone at 562-985-5401 or via email at BMAC@csulb.edu. The BMAC will work with the student to identify a reasonable accommodation in partnership with appropriate academic offices and medical providers. We encourage students to reach out to BMAC as soon as possible. It is the student's responsibility to notify the instructor in advance of the need for accommodation related to a university-verified disability.

WEEKLY SCHEDULE

WEEK 1, January 17

I. Overview of the Course

Reading: MC Ch. 1

WEEK 2, January 24

II. Historical Foundations of Multiculturalism

- A. World History
- B. North American History

III. Race and Ethnicity

- A. What it Means to be a Minority

Reading: MC Ch. 2, 5; PI Ch. 1

WEEK 3, January 31

III. Race and Ethnicity (continued)

- A. What it Means to be a Minority
- B. Being a Minority in Different Cultural Contexts
- C. Racial and Cultural Issues and Democracy

IV. Cross-Cultural Encounters

- A. Historical
- B. The Cultural Encounters Usually Emphasized
- C. Cultural Encounters in Modern America

V. Teacher Sensitivity to Racial Issues

- A. Teacher Qualities Necessary to be Sensitive

Reading: MC Ch. 3; PI Ch. 2;

ASSIGNMENT #1- IDENTITY & EXPERIENCE ACTIVITY (FIRST OF 3 WEEKS)

WEEK 4, February 7

V. Teacher Sensitivity to Racial Issues

- A. Teacher Qualities Necessary to be Sensitive (continued)
- B. Living the Life, Not Merely Talking the Talk
- C. Encouraging an Accepting Classroom Atmosphere

VI. Types of Multiculturalism and Perspectives on Multiculturalism

Reading: MC Ch. 4

WEEK 5, February 14

VII. Culture of the Family

- A. Aspects of Family Culture
- B. The Unique Qualities and Challenges that Children from various Family Cultures Face

Reading: PI Ch. 3-5

WEEK 6, February 21

VIII. Government Attempts to Produce Equity

A. Historical Attempts

1. With Native Americans
2. With African Americans
3. With Latinos
4. With Asian Americans

B. More Recent Attempts

1. Affirmative Action
2. Multicultural Curriculum
3. Title I

Reading: MC Ch. 6; PI Ch. 6

**ASSIGNMENT #2 DUE- DEVELOPING AS A MULTICULTURAL EDUCATOR:
PHILOSOPHY OF EDUCATION STATEMENT, THUR. FEBRUARY 25TH**

WEEK 7, February 28

IX. Class & Socioeconomic Status

A. World History

B. North American History

C. The Nature of Socioeconomic Status and Class

Reading: MC Ch. 4

WEEK 8, March 7

X. Gender, Sexuality & Sexual Roles

A. Title IX

B. Masculine/Feminine

C. Sexuality and Sexual Orientation

Reading: MC Ch. 9

WEEK 9, March 14

XI. Exceptional Children

A. History of Raising and Teaching Exceptional Children

B. Special Needs Children

C. Gifted Children

XII. Religion

A. History of Role of Religion

Reading: MC Ch. 8, 11

WEEK 10, March 21

XIII. Language Issues

A. Bilingual Education

B. Teaching English Language Learners

XIV. Parental Involvement and Multiculturalism

Reading: Reading: MC Ch. 7; PI Ch. 7-11

ASSIGNMENT #3 DUE- THEORY INTO PRACTICE: INTERVIEWS WITH DIVERSE GROUP OF ELEMENTARY SCHOOL CHILDREN, THUR. MARCH 25TH

WEEK 11, March 28

NO CLASS- SPRING BREAK! HAPPY HOLIDAYS!

WEEK 12, April 4

XV. Geography

XVI. Character Education and Values

A. Is Character Education Possible in a Diverse Society?

B. Possible Character Education Strategies

Reading: None, due to exam

MID-TERM- THURSDAY, APRIL 8TH

WEEK 13, April 11

XVII. Standards, Standardization & Multiculturalism

Reading: MC Ch. 12

DEBATE- THURSDAY, APRIL 15TH

WEEK 14, April 18

XVII. Standards, Standardization & Multiculturalism (continued)

XVIII. Age

Reading: MC Ch. 10

WEEK 15, April 25

XIX. Issues of Family & Diversity

XX. The Child Sensitive Classroom

Reading; Review for Exam

WEEK 16, May 2

To Be Announced

FINAL EXAM, THURSDAY, MAY 13TH, 7:15 P.M.

REQUIREMENTS

1. **ASSIGNMENT #1- IDENTITY & EXPERIENCE ACTIVITY (FIRST OF 3 WEEKS)**
2. **ASSIGNMENT #2 DUE- DEVELOPING AS A MULTICULTURAL EDUCATOR: PHILOSOPHY OF EDUCATION STATEMENT**
3. **ASSIGNMENT #3 DUE- THEORY INTO PRACTICE: INTERVIEWS WITH DIVERSE GROUP OF ELEMENTARY SCHOOL CHILDREN**
4. **Two Exams-** The Midterm Exam will cover the first part of the course. The Final Exam will cover the entire course, but will primarily cover the second part of the course.
5. **Debate-** Format to be discussed later in the semester.
5. **Field Experience-** Ten hours of classroom fieldwork is required. This will involve self-placement in a culturally diverse classroom. Each individual will write a paper summarizing one's experiences in the classroom. This will be one of the questions on the final exam.

GRADING

Assignment #1 10%

Assignment #2 10%

Assignment #3 20%

Mid-term Exam 20%

Final Exam 20%

Debate 10%

Attendance & Classroom Participation 10%