

CALIFORNIA STATE UNIVERSITY, NORTHRIDGE
College of Education
Educational Leadership & Policy Studies

COURSE OUTLINE

417 Equity and Diversity in Schools

PREAMBLE

The Michael B. Eisner College of Education as a professional school is committed to advancing learning, teaching and student success. This is accomplished using a developmental approach to promote reflection, critical thinking, and excellent in an inclusive learning community. Its graduates are well educated, highly skilled and caring persons who are lifelong learners prepared to practice in an ever changing, multicultural world. They are committed to promoting achievement of all students as a primary measure of successful educational practice. Graduates assume service and leadership roles in public and private educational, health, and social programs and institutions. The College establishes and maintains productive partnerships throughout campus and with community schools and agencies. The faculty is committed to excellence in teaching, scholarship, service and collaboration with the community and professionals. The values for faculty and students that form the foundation of this Conceptual Framework include the following:

Guiding Values for all Activities in this Course:

1. We value high standards in the acquisition and application of professional knowledge and skills in subject matter, pedagogy, and technology.
2. We value the achievement of students at all levels and advance their success in accordance with national, state, and national standards.
3. We value an inclusive learning community.
4. We value creative, critical and reflective thinking and practice.
5. We value ethical practice by caring professionals.

Theme: **Advancing learning, teaching, and student success**

1. COURSE DESCRIPTION

Prepares teacher candidates to examine principles of educational equity, diversity, and the implementation of curriculum content and school practices for elementary/secondary students. Focuses on the history and culture of a specific ethnic experience and a comparative analysis is made with other ethnic groups in California. Engages students to examine, critique, and reflect on their personal biases regarding children of color. (Cross-listed with ARMN 417, AAS 417, CHS 417, and PAS 417.)

2a. COURSE OBJECTIVES

The overall goal of this course is to expose new teachers to the diverse experiences and needs of students in their classrooms. Teacher candidates will:

Culture and History

1. Demonstrate an awareness of the cultural and historical experience of highlighted ethnic group
2. Demonstrate an awareness of the similarities and differences between ethnic groups regarding education
3. Demonstrate an understanding of historical, cultural, socioeconomic factors that impact the educational experience of students of color
4. Recognize and understand different theories regarding racial and ethnic identity development

Bias, Power, and Privilege

Examine their own biases and stereotypes regarding students of color
Examine their own biases and stereotypes regarding gender
Examine their own biases and stereotypes regarding disability
Develop strategies to minimize biases in class
Establish and maintain a safe learning environment

Application

1. Explore and broaden attitudes concerning teaching approaches to help students succeed in the classroom
2. Demonstrate an understanding of alternative instructional techniques that empower students of color
3. Demonstrate an understanding that diversity is valued in the classroom

2b. OUTLINE OF COURSE CONTENT

- A. Highlighted Ethnic Group: African American, Armenian, Asian or Chicano/a
 1. Historical overview
 2. Cultural traditions
 3. Community
 4. Families
- B. Comparative Analysis
 1. Historical view of ethnic/racial groups and schooling
 - a. Purpose of education and goals of schools in a democratic, multicultural society
 2. Theories of ethnic/racial identities
 3. The immigrant experience/ethnic minority experience
 4. The politics of language
 - a. Culture and language
 - b. Educational policy

- C. Gender Identity
 - 1. Intersection of race and class
 - 2. Confronting gender biases
 - a. Teacher-student dynamics
 - b. Peer dynamics
 - c. Methods to create gender fair learning environments
 - 3. Issues of Gay identity
- D. Equity of Educational Opportunity
 - 1. Historical debates and current issues
 - 2. Diversity and inequality in schools and society
 - 3. Access to schools and access to knowledge
 - a. Informal and formal tracking
- E. Power and Privilege in the Classroom
 - 1. Teacher's expectations
 - a. Blaming the victim/cultural deficit model
 - b. Student self-fulfilling prophecy
 - c. The model minority
 - d. White privilege
- F. Teacher Intervention Strategies
 - 1. Reflections on values, attitudes, and expectations
 - 2. Minimizing bias
 - 3. Fostering high expectations
- G. Instructional Strategies and Techniques
 - 1. Teaching approaches for multicultural student populations
 - 2. Equitable classrooms that are safe
 - a. Physically
 - b. Socially
 - c. Emotionally
 - d. Intellectually
 - 3. Resources outside of the classroom
 - a. Community
 - b. Families
 - c. Other learning resources and extracurricular activities

2c. JUSTIFICATION FOR COURSE

This course was designed to meet the Professional Teacher Preparation Standards mandated by California's Senate Bill 2042. The course content was developed to fulfill Standard Five of the Professional Teacher Preparation Standards that addresses Equity, Diversity, and Access to the Core Curriculum for All Children.

2d. METHODS OF EVALUATION

- A. Participation
- B. Readings
- C. Writing of reflection, self-assessment, and/or action research papers

- D. Quizzes, tests, and exams
- E. Interviews

2e. RECOMMENDED TEXTS

A course reader of selections from current and historical texts and journals, and any of the following:

Avakian, A. (1978). The Armenians in America. Minneapolis, Minnesota: Lerner Publications.

Banks, J. & Banks, C. M. (2001). Multicultural Education: Issues and Perspectives. New York: Wiley and Sons.

Bennett, Christine I. (2003). Comprehensive Multicultural Education: Theory and Practice. Boston, MA: Allyn & Bacon.

Darder, A. (1991). Culture and Power in the Classroom. Westport, Connecticut: Bergin & Garvey.

Darder, A., Torres, R., & Gutierrez, H. (1997). Latinos and Education: A Critical Reader. New York: Routledge.

De La Torre, Wm. & Ayala-Alcantar, C.U. (2003). Education in American Society. Dubuque, Iowa: Kendall/Hunt Publishing Company.

Duarte, E. M. & Smith, S.C. (2000). Foundational Perspective in Multicultural Education. New York: Longman.

Gill, Walter. Issues in African American Education. Nashville, TN: One Horn Press, 1991.

Gollnick, D. M. & Chinn, P. C. (2002). Multicultural Education in a Pluralistic Society, NJ: Merrill Prentice Hall.

Harris, V. (1997). Using Multiethnic Literature in the K-8 Classroom. Norwood, MA: Christopher Gordon.

Hovannisian, R. G. (1997). The Armenian People: From Ancient to Modern Times, Volume 1 & 2. New York: St. Martin's Press.

hooks, b. (1994). Teaching to Transgress: Education as the Practice of Freedom. New York: Routledge.

Nakanishi, D.T. & Nishida, T. Y. (1995). The Asian American Educational Experience: A Source Book for Teachers and Students. New York: Routledge.

Nieto, S. (1999). The Light in Their Eyes: Creating Multicultural Learning Communities. New York: Teachers College.

Nieto, S. (2000). Affirming Diversity: The Sociopolitical Context of Multicultural Education. New York: Addison-Wesley Publishing

Oaks, J. & Lipton, M. (1999). Teaching to Change the World. New York: McGraw-Hill College.

Pang, V. O. & Cheng, L.L. (1998). Struggling to be Heard: The Unmet Needs of Asian Pacific American Children. Albany, NY: State University of New York Press.

Perry, P., Steele, C. & Hillard, A. (2003). Young Gifted and Black: Promoting High Achievement. Boston: Beacon Press.

Rosenberg, P.S. (2002). White Privilege: Essential Readings on the Other Side of Racism. New York: Worth Publishers.

Spring, J. (2002). American Education. New York: McGraw-Hill Higher Education.

2f. **BIBLIOGRAPHY**

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Ada, A. (1993). My Name is Maria Isabel. New York: Scott Foresman.

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Anzaldua, G., & Moraga, C., (1981). This Bridge Called My Back: Writings by Radical Women of Color, Boston: Kitchen Table Women of Color Press, 1981.

Arlen, M. (1975). Passage to Ararat. New York: Farrar, Straus & Giroux.

Baca Zinn, M., Hondagneu-Sotelo, P., & Messner, M. (1999). Through the Prism of Difference: Readings on Sex and Gender. Boston, Massachusetts: Allyn and Bacon.

Banks, J. (1999). An Introduction to Multicultural Education. (2nd Edition) New York: Allyn & Bacon.

- Baratz, Joan, Shuy R.W. Teaching Black Children to Read. Washington, D.C.: Center for Applied Linguistics, 1969.
- Belenky, Clinchy, Goldberger & Tarule. (1986). Women's Ways of Knowing: the development of self, voice and mind. Basic Books, Harper Collins.
- Blea, I. (1992). La Chicana and the Intersection of Race, Class, and Gender. Westport, CT: Praeger Press.
- Bournoutian, G.A. (1993). A History of the Armenian People: Prehistory to 1500 AD. Volume 1. Costa Mesa, CA: Mazda Publishing.
- Chorbajian, L, Donabedian, P. & Mutafian, C. (1994). The Caucasian Knot: The History and Geo-Politics of Nagorno-Karabagh. London: Zed Books.
- Clark, C. (1994). Education and Gender--Are Females Being Shortchanged? *Edcal* ACSA, Sacramento.
- Clark, W. A. (1998). The California Cauldron: Immigration and the Fortunes of Local Communities. New York: The Guilford Press.
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- Comer, J. (1998) Why Schools Can't Solve Our Problems and How We Can. Plume.
- Cross, W. (1991) Shades of Black: Diversity in African American Identity. Phila: Temple Univ. Press.
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- Dardarina, V. N. (1999). Warrant for Genocide: Key Elements of Turko-Armenian Conflict. Piscataway, New Jersey: Transaction Publishers.
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- Delpit, L.D. & Dowdy, J.K. (2002). The Skin that We Speak: Thoughts on Language and Culture in the Classroom. New York: New Press.

Dernersesian, A.C. (1993). And, Yes...The Earth Did Part: On the Splitting of Chicana/o Subjectivity. In Building With our Hands: New Directions in Chicana Studies. ed. Torre and Pesquera. Berkely: University of California Press

Dyson, M.E. (2001). Holler if You Hear Me: Searching for Tupac Shakur. New York: Basic Civitas Books.

Freire, P. (1997). Pedagogy of the Oppressed. New York: The Continuum Publishing Company.

Gilligan, C. (1982). In a Different Voice. Cambridge: Harvard Press.

Giroux, G.A. (1988). Teacher As Intellectuals: Towards a Critical Pedagogy. Massachusetts: Bergin & Garvey Publishers, Inc.

Goodlad, J. (1984). A Place Called School: Promise for the Future. New York: McGraw-Hill Publishing.

Hale, Janice. (1982). Black Children: Their Roots, Culture and Learning Styles. Provo, Utah: Brigham Young University Press,.

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Harding, S. (1997). Women's Standpoint on Nature: What Makes Them Possible? *Osiris*.

Hartsock, N. C. M. (1997). Comment on Hekman's Truth and Method: Feminist Standpoint Theory Revisited: Truth or Justice? in Signs: Journal of Women in Culture and Society. vol 22. no. 21.

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Hilliard, Asa. (1995). The Maroon Within Us: Selected Essays on African American Community Socialization. Baltimore: Black Classic Press.

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- Hovannisian, R. G. (1992). The Armenian Genocide: History, Politics, and Ethics. London: Palgrave.
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- Howard, G. (1999). We Can't Teach What We Don't Know: White Teachers, Multiracial Schools. New York: Teachers College.
- Hurtado, A. (1996). The color of privilege: Three blasphemies on race and feminism. Ann Arbor: University of Michigan Press.
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