

# Pan African Studies 417OL

## *Equity and Diversity in Schools*

Pan African Studies Department  
California State University Northridge  
Fall 2009

**Instructor:** Ogo Okoye-Johnson, Ph.D.  
**Office:** Santa Susanna Hall, Room 218  
**Office Hours:** By Arrangement  
**Telephone:** (818) 677-3380  
**E-mail:** ogochukwu.okoye-johnson@csun.edu  
**Classroom Location:** Online  
**Class Time:** Arranged  
**Ticket No:** 12231

### **Required Textbooks:**

1. Gay, Geneva. *Culturally Responsive Teaching: Theory, Research and Practice*. Teachers College Press: New York, New York, 2000.
2. Delpit, Lisa. *Other People's Children: Cultural Conflict in the Classroom*. W.W. Norton & Co., Inc: New York, New York, 1995.
3. Ladson-Billings, Gloria. *Crossing Over to Canaan: The Journey of New Teachers in Diverse Classrooms*. Jossey Bass: San Francisco, CA, 2001.
4. Kozol, Jonathan. *Savage Inequalities: Children in America's Schools*. Harper Collins: New York, New York, 1992.
5. Kozol, Jonathan. *The Shame of the Nation: The Restoration of Apartheid Schooling in America*. Crown Publishers: New York, New York, 2005.

### **Strongly Recommended:**

Gibaldi, John. *The MLA Handbook for Writers of Research Papers*, Sixth Edition. The Modern Language Association of America, New York, NY, 2003.

**Course Description:** "*Equity and Diversity in Schools*" will prepare teacher candidates to examine principles of educational equity, diversity, and the implementation of curriculum content and school practices for elementary/secondary students. The course will focus on the history and culture of the African American experience and a comparative analysis made with other ethnic groups in California. It also engages students to examine, critique, and reflect on their personal biases regarding children of color.

## **Classroom Etiquette, Policies & Requirements:**

**All Response Papers and Film Evaluations should be e-mailed.**

**Indicate the Ticket Number, your name, the Response/Film Evaluation Number and Title on each paper.**

**Send both the Response Paper and Film Evaluation due on the same day in one e-mail.**

**1. Access to Computer:** You are expected to have an e-mail address and access to the computer in order to complete your assignments. Students will have a week (Monday to Friday at 6 p.m.) to log in to WEB-CT and complete required assignments for that week in order to receive attendance credit for that week (see Course Schedule). **TO ELIMINATE SOFTWARE RECOGNITION PROBLEMS, PLEASE PASTE YOUR RESPONSE IN YOUR E-MAIL!**

**2. Chat Room Sessions:** There will be **three 90 minute** Chat Room Sessions during the semester. Students will be assigned into **groups** to read and respond to a given topic during their assigned Chat Time. Students will have three weeks to prepare for the Chat Room session. **Students will only have to participate in the Chat Room Session once during the semester.**

**3. Discussion Forums:** There will be **3** Discussion Forums during the semester whereby students will be given a prompt to respond to based on the reading assignments and film evaluations prior to the forum. Students will then have **1** week to (a) post a response to the Instructor's prompt; and (b) post two separate evaluations of two of their classmates' responses to the same prompt. **Students will only have to participate in the Discussion Forum once during the semester.**

**4. Reading Assignments and Response Papers:** You should complete the reading assignments by 6 p.m. on the Friday it is due. Short one-page responses to assigned readings must be **e-mailed to the Instructor by 6 p.m. each Friday through the CSUN e-mail, not WEBCT (see Course Schedule)**. These responses are expected to show critical engagement with readings and will provide material for class discussions. The responses will be evaluated / graded based on their substance. **PLEASE WRITE YOUR PAS 417 OL SECTION NUMBER, NAME, RESPONSE NUMBER AND DATE!**

**5. Film Evaluations:** Students will be required to view films and documentaries and then e-mail formal evaluations of these films and documentaries. The **one-page** film evaluations will be **e-mailed to the instructor through the CSUN e-mail, not WEBCT** (see Course Schedule). These **films are easily available at video rental outlets, city libraries or at the Oviatt Library Media Center**. These evaluations will be evaluated / graded based on their substance and the rubric.

**6. Position Research Paper:** Students will strengthen their understanding of the course topics and readings by writing a position paper on a contemporary issue of their choice. The paper should be at least **5** and **no more than 10** double-spaced pages with an **additional citation page using the MLA research style**. References to at least **two texts** for this course and the films in addition to personal research material should be made. You should have at least **5** citations from **other sources** in addition to the class texts.

**7. Final Examination:** A final examination will be given to test your ability to integrate, synthesize, critique and apply the knowledge you have gained during the quarter. You will be required to answer essay-type questions of material covered in the readings, films, lectures and class discussions.

**8. Late Papers and Plagiarism:** Late assignments without valid reasons will be penalized and will not be accepted unless you notify me beforehand. Medical emergencies, family crises, and other problems should be brought to my attention as soon as it is practical for you to do so. Plagiarized work will be failed, and a penalty will be applied to the course grade. Also, you may be reported for disciplinary action.

**9. Evaluation Criteria:** Excellent papers will demonstrate a strong understanding of the course materials, and will reflect thoughtfulness, critical judgment, and creativity. The writing will be clear and coherent, and the material will be well organized. Papers will be carefully edited for grammatical and typing errors as well as style and content. All sources of information and ideas used will be adequately documented within and at the end of the paper.

**10.** Documentation style is **MLA**.

**Recommended Readings:**

The Wall Street Journal, the New York Times and the Los Angeles Times.

**Recommended Websites:**

- [library.csun.edu/](http://library.csun.edu/) (*Social Sciences and Education/Black Studies Center*)

**Course Grading Criteria:**

Grading is on a scale of A to F as follows:

**10%** Discussion Forum;            **10%** Chat Session;            **20%** Response Papers;  
**25%** Position Research Paper;   **15%** Film Evaluations;        **20%** Final Examination.

## **Rubric for Response Papers**

Students are required to complete weekly reading and film evaluation assignments and contribute to class discussions. Every week, students must e-mail one-page response to the reading(s) and or film evaluations assigned for that week. The response and evaluation must include the following in an **ESSAY** format (Do not number your response):

- (i) questions which the readings have raised for you;
- (ii) critical reactions to points raised in the readings with which you disagree if any;
- (iii) striking quotations/insights with which you wholeheartedly agree if any (explain why you think they are important);
- (iv) reflections on how the readings/insights connect to your own experience or other readings you have done.

This exercise will encourage engagement with the readings, as well as to help members of the class explore feelings, ideas, and opinions about a variety of equity and diversity issues.

### **SCHEDULE OF TOPICS**

#### **WEEK 1 (8/24) *Savage Inequalities*.**

Read by 6 p.m. **Friday August 28, 2009** and e-mail the “Response Paper 1” for the “To the Reader”, Looking Backward: 1964-1991 and Chapter 1- “Life on the Mississippi” of *Savage Inequalities*.

Read *Crossing Over to Canaan: The Journey of New Teachers in Diverse Classrooms* and e-mail a **2 page summary** of the salient points in the book by **Friday November 13, 2009**.

#### **WEEK 2 (8/31) *Savage Inequalities*.**

Read by 6 p.m. **Friday September 4, 2009** and e-mail the “Response Paper 2” for Chapter 2- “Other People’s Children” and Chapter 3 “The Savage Inequalities of Public Education in New York” of *Savage Inequalities*.

#### **WEEK 3 (9/7) *Savage Inequalities*.**

Read by **6 p.m. Friday September 11, 2009** and e-mail the “Response Paper 3” for Chapter 4- “Children of the City Invincible”, Chapter 5- “The Equality of Innocence”, Chapter 6- “The Dream Deferred, Again, in San Antonio” and “Appendix” of *Savage Inequalities*.

**WEEK 4 (9/14) *Culturally Responsive Teaching: Theory, Research and Practice***

Read by **6 p.m. Friday September 18, 2009** and complete the “Response Paper 4” for the Series Foreword and Chapter 1- “Challenges and Perspectives” of *Culturally Responsive Teaching: Theory, Research and Practice*.

**Please e-mail also by 6 p.m. Friday September 18, 2009, your potential research topic. Begin gathering information on your chosen topic.**

**WEEK 5 (9/21)**

**Film Evaluation 1: Documentary- *I am a Promise: The Children of Stanton Elementary* (1998, Produced and Directed by Susan and Alan Raymond- available for viewing at the Oviatt Library) due by 6 p.m. Friday September 25, 2009.**

***Culturally Responsive Teaching: Theory, Research and Practice***

Read by **6 p.m. Friday September 25, 2009** and e-mail the “Response Paper 5” for Chapter 2- “Power Pedagogy Through Cultural Responsiveness” of *Culturally Responsive Teaching: Theory, Research and Practice*.

**WEEK 6 (9/28) *The Shame of the Nation: The Restoration of Apartheid Schooling in America***

Read by **6 p.m. Friday October 2, 2009** and e-mail the “Response Paper 6” for the Introduction, Chapter 1- “Dishonoring the Dead”, Chapter 2- “Hitting Them Hardest When They’re Small” and Chapter 3 “The Ordering Regime” of *The Shame of the Nation: The Restoration of Apartheid Schooling in America*.

**(10/3)**

**Discussion Forum 1 – Saturday October 3, 2009 from 10:00 a.m. to 11:30 a.m.**

**Be ready to discuss *Savage Inequalities*.**

*Every student in Group 1 must participate.*

**WEEK 7 (10/5)**

Read by **6 p.m. Friday October 9, 2009** and e-mail the “Response Paper 7” for Chapter 4- “Preparing Minds for Markets”, Chapter 5- “The Road to Rome” and Chapter 6- “A Hardening of Lines” of *The Shame of the Nation: The Restoration of Apartheid Schooling in America*.

**WEEK 8 (10/12)**

Read by **6 p.m. Friday October 16, 2009** and e-mail the “Response Paper 8” for Chapter 7- “Excluding Beauty”, Chapter 8- “False Promises” and Chapter 9- “Invitations to Resistance” of *The Shame of the Nation: The Restoration of Apartheid Schooling in America*.

**(10/17)**

**Chat Room Session 1 -Saturday October 17, 2009 – 10:00 a.m. to 11:30 a.m.**

**Topics 1."Report: Segregation in U.S. Schools is Increasing”** Participating students should read the above article or related article online.

**2. Also research the report by the Civil Rights Project of the University of California in Los Angeles.**

**How do these reports impact California's public schools?**

Participating students should conduct research on the two topics above and be ready to chat on **Saturday October 17, 2009** from **10:00 a.m. to 11:30 a.m.**

*Every student in Group 1 must participate.*

**WEEK 9** (10/19)

Read by **6 p.m. Friday October 23, 2009** and e-mail the "Response Paper 9" for Chapter 10- "A National Horror Hidden in Plain View: Why Not a National Response", Chapter 11- "Deadly Lies" Chapter 12- "Treasured Places" and Epilogue (Review Appendix also) of *The Shame of the Nation: The Restoration of Apartheid Schooling in America*.

**(10/24)**

**Discussion Forum 2 - Saturday October 24, 2009** from **10:00 a.m. to 11:30 a.m.**

**Selected Students should be ready to discuss *The Shame of the Nation: The Restoration of Apartheid Schooling in America*. Every student in Group 2 must participate.**

**WEEK 10** (10/26)

**Film Evaluation 2: Documentary- Children in America's Schools with Bill Moyers** (available for viewing at the Oviatt Library) **due by 6 p.m. Friday October 30, 2009.**

**WEEK 11** (11/2)

*Culturally Responsive Teaching: Theory, Research and Practice*

Read by **6 p.m. Friday November 6, 2009** and e-mail the "Response Paper 10" for Chapter 3 – "The Power of Caring", Chapter 4 - "Culture and Communication in the Classroom" and Chapter 5 – "Ethnic and Cultural Diversity in Curriculum Content" of *Culturally Responsive Teaching: Theory, Research and Practice*.

**WEEK 12** (11/9)

*Culturally Responsive Teaching: Theory, Research and Practice*

Read by **6 p.m. Friday November 13, 2009** and e-mail the "Response Paper 11" for Chapter 6 – "Cultural Congruity in Teaching and Learning" Chapter 7 - "Culturally Responsive Pedagogical Praxis: A Personal Case" and Chapter 8 "Epilogue: Moving Forth" of *Culturally Responsive Teaching: Theory, Research and Practice*.

**(11/14)**

**Chat Room Session 2 -Saturday November 14, 2009 – 10:00 a.m. to 11:30 a.m.**

**Topic "The Potential Impact of the No Child Left Behind Act on Equity and Diversity in American Education"** by Lance D. Fusarelli of North Carolina State University and **"Leaving My Lapel Pin Behind: Is No Child Left Behind's birthday worth celebrating?"** By Michael J. Petrilli, *a vice president at the [Thomas B. Fordham Foundation](#) and a research fellow at Stanford's [Hoover Institution](#)*- Participating students should read the above document or related article online and be ready to chat on

**Saturday November 14, 2009 from 10:00 a.m. to 11:30 a.m.**

*Every student in Group 2 must participate.*

**WEEK 13 (11/16)**

***Other People's Children: Cultural Conflict in the Classroom***

Read by **6 p.m. Friday November 20, 2009** and e-mail the "Response Paper 12" for Part 1 – "Controversies Revisited" of ***Other People's Children: Cultural Conflict in the Classroom.***

**(11/21)**

**Chat Room Session 3 - Saturday November 21, 2009 – 10:00 a.m. to 11:30 a.m.**

**Topics**

- 1. "Still Separate, Still Unequal: America's Education Apartheid"** by Jonathan Kozol and
- 2. "No Teacher Left Behind: Issues of Equity and Teacher Quality"** by Gloria Ladson-Billings of University of Wisconsin-Madison- Participating students should read the above document online and be ready to chat on **Saturday November 21, 2009 from 10:00 a.m. to 11:30 a.m.**

*Every student in Group 3 must participate.*

**WEEK 14 (11/30)**

***Other People's Children: Cultural Conflict in the Classroom***

Read by **6 p.m. Friday December 4, 2009** and e-mail the "Response Paper 13" for Part 2 – "Lessons from Home and Abroad" and for Part 3 – "Looking to the Future" of ***Other People's Children: Cultural Conflict in the Classroom.***

**Position Research paper is due by Friday December 4, 2009 at 4:00 p.m. Please turn in hard copy to the Pan African Studies Main Office - Room 221 of Santa Susanna Hall. If mailed, make sure you mail it in time to get there by the due date.**

**(12/5)**

**Discussion Forum 3 - Saturday December 5, 2009 from 10:00 a.m. to 11:30 a.m. Selected Students should be ready to discuss *Other People's Children: Cultural Conflict in the Classroom.***

*Every student in Group 3 must participate.*

**WEEK 15 (12/7)**

**Film Evaluation 3:** Documentary- The Merrow Report on California's Schools: First to Worst (2004-available for viewing at the Oviatt Library) **due by 6 p.m. Friday December 11, 2009.**

**Review for Final Examination** by Reading over your Responses and Film Evaluations.

**WEEK 16 (12/14)**

Final Examination: An essay examination will be posted on **Monday morning (12/14) at 10:00 a.m. and due Monday night at 10:00 p.m.**

**Critical Due Dates and Assignments:**

**13 Response Papers and 3 Film Evaluations**

Two-page Summary of *Crossing Over to Canaan: The Journey of New Teachers in Diverse Classrooms* - **Friday March 13, 2009.**

Position Research Paper - **Friday December 4, 2009 at 4:00 p.m. in PAS office**

Discussion Forum 1 (Group 1) **Saturday October 3, 2009 -10:00 a.m. to 11:30 a.m.**

Discussion Forum 2 (Group 2) **Saturday October 24, 2009 -10:00 a.m. to 11:30 a.m.**

Discussion Forum 3 (Group 3) **Saturday December 5, 2009-10:00 a.m. to 11:30 a.m.**

Chat Room Session 1- (Group 1) **Saturday October 17, 2009 - 10:00a.m. to 11:30 a.m.**

Chat Room Session 2-(Group 2) **Saturday November 14, 2009- 10:00 a.m. to 11:30am**

Chat Room Session 3-(Group 3) **Saturday November 21, 2009- 10:00 a.m. to 11:30am**