

EDTE 300P/500P (3 units) Course Title: Diversity, Inclusion, and Schooling

Fall 2018

Sections: 1 and 2 Time: 1:00 to 4:00 PM Location: MRH 127	Sections: 3 and 4 Time: 4:40 to 7:30 Location: MRH 135
--	---

Instructors:

James Fabionar, Ph.D. Email: jfabionar@sandiego.edu Office: MRH 235 Office hours: Tuesdays from 3:00-5:00 or by appointment	Suzanne Stolz, Ed.D. E-mail: sstolz@sandiego.edu Office: MRH 253 Office hours: Thursdays from 2:00-5:00 or by appointment Invitation: Join my Facebook group: Teachers for Inclusion Learning about Disability Culture
--	--

Course Description

This course explores how social inequities related to disability, social class, race and ethnicity, language, class, gender, national origin, and sexual orientation are often perpetuated in schools. The course is organized around three dimensions of schooling and social inequality: (1) Public schools in the U.S. are a project of nation-building, expansion, and imperialism that developed a sociocultural hierarchy via curriculum, instruction, and organization. (2) Historically, to maintain privileges among the dominant cultural group, schools and school systems are organized to track, segregate, and exclude based on socially constructed norms regarding language, ability, and race. (3) Addressing contemporary inequalities requires ongoing advocacy and cultural understanding among educators and community members at all levels. Within this context, candidates critically explore how their own social and political location vis-a-vis schooling impacts their assumptions about the purposes and processes of formal education.

Course Objectives

After completing this course, candidates will have: (Please list TPE element(s) at the end of each objective)

1. Situated the schooling experiences of marginalized racial, ethnic, and national origin groups within the history of U.S. nation building and global expansion. TPE 1, 2 (K)
2. Reconstructed the history of multicultural education, including social movements, foundational philosophical traditions, and significant themes and principles that comprise the field. TPE 1, 2 (K)

3. Examined and articulated their own cultural experience and identity formation, with regard to language, values, rituals, places, associations, and traditions. They will theorize how their background influences their perspective on schooling, teaching, and diverse learner populations. TPE 1, 2, 6 (K, S)
4. Explored issues of difference and experience in their practicum settings with regard to intersections of race and ethnicity, gender, sexual orientation, socioeconomic status, immigration status, language background, and disability. TPE 1, 2 (K, S)
5. Developed an understanding of the historical legacy of deficit models, the opposing “resistance to the cultural denial of competence,” and evident impact on students. TPE 1, 2 (K, S, D)
6. Reflected on classroom observations within a variety of settings and analyze the engagement and support of learners; the physical, sensory, and socio-emotional environment; and the use of individualized supports. TPE 1, 2, and 4 (K, S, D)
7. Examined the philosophical and political perspectives that created fundamental issues, theories, and trends in the educational practices for children locally and globally. TPE 1, 2, (S)
8. Analyzed how teachers and schools (and sometimes the media) contribute to and perpetuate stereotyping and discrimination related to race, ethnicity, language, gender, sexual orientation, socio-economic status, exceptionality, privilege, religion, and ability and how these affect learning. TPE 1, 2, (S)
9. Developed a greater appreciation and respect for cultural variations as well as group and individual differences. TPE 1, 2, 6 (K, S, D)
10. Understood the socio-historical and legal origins of migration and immigration patterns as they relate to assimilation, accommodation, acculturation, pluralism and intergroup differences. TPE 1, 2 (K, D)

Required Texts and Resources

There are three required texts for this course. All other resources can be found on the course Blackboard site.

- Nieto & Bode (2017). *Affirming Diversity: The Sociopolitical Context of Multicultural Education*. ISBN: 9780131367340
[This text will also be used in EDTE 511.]
- Stratton (2016). *Education for Empire: American Schools, Race, and Paths of Good Citizenship*. ISBN: 9780520285675
- Kwok, J. (2010). *Girl in Translation*. ISBN: 9781594485152

Component	Due Date	% of Grade	Description
Engagement <ul style="list-style-type: none"> ● Attendance 	Ongoing	15%	Active, consistent, and collegial involvement in the

<ul style="list-style-type: none"> • Preparation • Participation 			course is essential to success.
Site Visit Observations (3)	10/10 11/7 11/28	15%	Thorough reflections that marry course concepts and site observations. [See Site Visit Reflection Guide.]
Cultural Autobiography Projects <ul style="list-style-type: none"> • Cultural poem • Identity journey • Language inventory 	9/26 or 10/3 10/17 10/31	30%	Creative and reflective assignments to link personal experience, practicum observations, and course readings and ideas.
Reflective Commentaries <ul style="list-style-type: none"> • In-class response writing • Take-home response writing 	10/10 11/14	20%	Semi-structured reflective writing assignments in which you make 3-4 statements about elements of your cultural autobiography and substantiate these claims with course materials and other forms of evidence.
Final Exam <ul style="list-style-type: none"> • In-class oral portion • Take-home written portion 	12/5 or 12/12 12/12 or 12/14	20%	The in-class exam will assess learning about course readings and lectures. The take-home portion (due electronically) will focus on personal development and individual reflection on course content.

Course Policies

Attendance

Students are expected to be in class, on-time for every session. However, we recognize that unexpected challenges arise. If you need to miss class (partial or entire), please inform an instructor via email as soon as possible. Attendance will be taken each session and will be reflected in your engagement grade.

Assessment and Grading

Rubrics for each assignment will be provided in advance. Grades will be calculated according to the following scale: A (90-100), B (80-89), C (70-79), D (60-69), and F (0-59). Students will have opportunities to revise and resubmit projects to improve scores.

Technology Use

Please do not use laptops, cell phones, and tablets for non-class use during our classes. You are supposed to focus on participating in class discussions, not on your screen or multi-tasking, during the class.

Sustainability

Every effort will be made to develop activities that are environmentally friendly. Copies of documents will be provided electronically. It is advised that students bring a laptop or other device to access electronic materials posted to the course Blackboard site.

Guidelines for All Written Assignments

Please submit assignments by the assigned date and time. Upload assignments to Blackboard unless otherwise stated. If you cannot meet the expectation, please inform your professor of the situation that prevented you from completing the assignment on time and remember that grading will likely be delayed.

As researchers, you will need to become familiar with using APA style in your writing, particularly with regard to references, headings and subheadings. You will use APA style for assignments in this class.

This course will introduce you to [People First Language](#), which asserts that people with disabilities are people first and that disability is only one aspect of who we are. This course will also introduce you to [Identity-First Language](#), which asserts that disability is an inherent part of one's identity. We would like you to be thoughtful of the language you use in your assignments. As you get familiar with the concepts, you will learn to notice usage and we hope that you will help others understand why language is important.

SOLES Writing Support Services

SOLES offers free writing coaching to all students, of all skill levels at all stages of the writing process through the SOLES Graduate Student Writing Center. For more information visit <https://www.sandiego.edu/soles/current/writing-center.php#content-accordion2>

Requests for Accommodation

Please let us know if you need reasonable accommodations in accordance with the *Americans with Disabilities Act*, such as specific instructional and testing modifications. The University of San Diego Disability Services Office (phone: 619.260.4655; 3rd floor, Serra Hall) asks that you identify yourself to them before the beginning of the course and so they can give you the documentation you need to receive these accommodations. We will expect you to maintain performance standards for the course. Do contact me if – and as soon as you realize -- you need help with this and together we can work through it.

Grade of Incomplete

You may be eligible for a grade of incomplete (“I”) when (1) you have completed the substantial requirements of a course but, for a legitimate reason, you still need to complete a small fraction of the work, and (2) your performance so far in the course justifies the expectation that you will

complete the work and obtain the passing grade by the deadline. You will need to petition for a grade of incomplete at the end of the course. Explain, with valid documentation, why you haven't been able to complete your work and to request an incomplete grade prior to the posting of final grades. Together, we will negotiate the criteria for changing a grade of incomplete to a letter grade **before the final class**, as these criteria will need to be outlined on the signed Incomplete Request Form and turned in by the last session of the class. Without a student signed form, I'm required to give you an "F" grade. If you receive a grade of incomplete, please submit all missing work by the end of the 10th week of the next regular semester. Otherwise again, regulations demand that the "I" grade be converted to a permanent "F" which will be calculated into your overall grade point average. Any attempts to complete an incomplete after the 10-week deadline requires the approval of the Associate Dean of the School of Education.

Email and Internet use

We will contact you via your sandiego.edu email account through Blackboard to update you on assignments or to clarify questions. If you use other accounts more regularly, you can set it up so that you receive these emails. Please respect your classmates' space and time and keep your cell phone turned off and resist receiving or sending texts or email on your phone, computer or other electronic devices during class. If you need to have your phone on in the case of an emergency, please use the vibrate mode and inform us ahead of time. Please bring your textbook and a wireless equipped computer/ laptop or other portable electronic device with which you will be able to access the course content materials we will refer to in class.

Academic Integrity

All members of the University community share the responsibility for maintaining an environment of academic integrity since academic dishonesty is a threat to the University. Acts of academic dishonesty include: a) unauthorized assistance on an examination; b) falsification or invention of data; c) unauthorized collaboration on an academic exercise; d) plagiarism; e) misappropriation of resource materials; f) any unauthorized access of an instructor's files or computer account; or g) any other serious violation of academic integrity as established by the instructor.

Statement of Plagiarism

Students are responsible for knowing what plagiarism is and avoiding it. Students who commit plagiarism are subject to penalties that may include suspension or expulsion from the university. Plagiarism occurs when individuals present the words and/or ideas of others as if they are their own. To avoid plagiarism, you must give credit to your source whenever you use:

- Another person's idea, opinion, or theory
- Any facts, statistics, graphs, drawings – any piece of information – that are not common knowledge
- Quotations of another person's spoken or written words
- A paraphrase of another person's spoken or written words

If you wish more information on what plagiarism is and how to avoid it, please see <http://www.indiana.edu/~wts/pamphlets/plagiarism.shtml> (the bulleted material above is from this website)

SOLES Online Course Evaluation

Student evaluations in SOLES are collected via an on-line system that maintains student anonymity. SOLES uses these evaluations for continuous improvement of course content and instruction and as a component of its regular performance review of faculty members, so please take them seriously. Course evaluations are available to students in their MySanDiego accounts via Active Registration link on the One-Stop Services tab. Your instructor will provide you with instructions on how to access the evaluations once they are activated near the scheduled conclusion of your course.

Course Assignments

1. Field Experience Requirement (Site Visits)

As you prepare to teach a wide diversity of students, you will have opportunity to learn about different types of classroom placements currently used in schools by completing 3 different observations at sites or settings within a school or organization serving a culturally and linguistically diverse population of students. Observe **different instructional delivery settings** within the continuum of services for students with a variety of learning needs. Some examples of this include:

- Inclusion classroom where at least 10% of the students have an IEP (Individualized Education Program). This could be a Dual Immersion Program.
- Resource room
- Special day class
- Special school
- Transition program for young adults between 18 to 22 years of age, such as TRACE.

Use the Site Visit Reflection Guide for each of the 3 observations.

2. Cultural Autobiography Projects: Creative and reflective assignments to link personal experience, practicum observations, and course readings and ideas.

- Cultural poem
- Identity journey
- Language inventory

3. Reflective Commentaries: Semi-structured reflective writing assignments in which you make 3-4 statements about elements of your cultural autobiography and substantiate these claims with course materials and other forms of evidence.

4. Final Exam: The in-class exam will assess learning about course readings and lectures. The take-home portion (due electronically) will focus on personal development and individual reflection on course content.

Schedule:

Session / Date	Topic	To Prepare or Turn In
Week 1 9/5	Course overview and introductions.	No readings assigned Initial Reflection and survey

Week 2 9/12	Philosophical origins of social justice education / SJE key concepts and definitions	Materials to Prepare: (1) Analysis of Baldwin-Buckley Debate (2) Wells, The Country of the Blind (3) James Banks (recommended)
Week 3 9/19	Disability history and the impact on schooling	Readings to Prepare: (1) Baglieri and Shapiro, Ch. 1 and 2 (2) Baglieri and Shapiro, individual sections to be assigned to partners in class (3) Nieto & Bode, Ch. 1
Week 4 9/26	Schooling, citizenship, and difference/Wave of newcomers	Readings to Prepare: (1) Stratton, Introduction and Ch. 1 (2) Group A: Stratton, Ch. 2 or Group B: Stratton, Ch. 3 (3) Nieto & Bode, Ch. 2 Assignments Due: Cultural poem 1:00 class - Group A 4:40 class - Group B
Week 5 10/3	Themes and models in SJE	Readings to Prepare: (1) Group A: Stratton, Ch. 4 or Group B: Stratton, Ch. 5 (1) Nieto & Bode, Ch. 3 Assignments Due: Cultural poem 1:00 class - Group B 4:40 class - Group A
Week 6 10/10	Culture, identity, and learning (Part I)	Readings to Prepare: (1) DisCrit, Ch. 8 (2) Stratton, Ch. 6 and Epilogue Assignments Due: Site Visit Reflection #1 Reflective Commentary 1 (written in class)
Week 7	Culture, identity, and learning (Part 2)	Readings to Prepare

10/17		(1) Linton, Ch. 2 (2) Nieto & Bode, Ch. 4 Assignments Due: Identity Journey
Week 8 10/24	Linguistic diversity in today's classrooms	Readings to Prepare: (1) Lydia Brown: www.autistichoya.com (2) Nieto & Bode, Ch. 5
Week 9 10/31	Cultural competence, relevance, responsiveness, and humility	Readings to Prepare (1) Van der Klift, E. & Kunc, N. Assignments Due: Language Inventory
Week 10 11/7	Social Reproduction and Hidden Curriculum (Guest Speaker)	Readings to Prepare: TBD Assignments Due: Site Visit Reflection #2
Week 12 11/14	Disability Cultural Event	Readings to Prepare: (1) Kwok, Prologue and Ch. 1-4 Assignments Due: Reflective Commentary 2 (Take-home writing activity)
11/21	Holiday	
Week 13 11/28	Exam preparation	Readings to Prepare: (1) Kwok, Ch. 5-10 Assignment Due: Site Visit Reflection #3
Week 14 12/5	In-class Final	Readings to Prepare (1) Kwok, Ch. 11-14
Week 15	In-class Final	Readings to Prepare: N/A

12/12		
-------	--	--

Statement on Letters of Recommendation for DLT Students and Candidates

Each year, professors in the Department of Learning and Teaching are asked to provide students and candidates with letters of recommendation for a variety of funding, employment, and academic opportunities. Below are the characteristics and performance levels of students for whom we will write letters.

Attendance

- Attends all or nearly all classes. If a session is missed, the instructor was made aware of a legitimate reason as early as possible.
- Consistently on time to sessions and when returning from break.
- Present mentally and emotionally throughout each session.

Communication

- Interacts professionally and collegially with faculty, staff, and peers.
- Sends email messages that are professional and carefully composed.
- Endeavors in earnest to resolve conflicts when they arise.

Disposition

- Displays a growth mentality about the profession. Welcomes critical feedback. Always open to improving.
- Able to entertain multiple perspectives on controversial and/or complex issues. Routinely takes the perspectives of others.
- Respects others.
- Aware and affirming of diversity.
- Committed to inclusion, equity, and social justice.

Work Quality

- Reflects strong organization skills.
- Reads carefully in preparation for each session. Grounds classroom engagement in assigned materials.
- Follows directions carefully.
- Submits detailed, thoughtful, and complete assignments.
- Produces work with a concern for learning (as opposed to “just getting it done”).
- Meets deadlines.

Please request letters of recommendation via email **at least** two to three weeks in advance. The more advanced notice you give, the better tailored your endorsement will be. Include in your request any literature

on the opportunity (website, brochure, etc.), details on the letter's delivery (uploaded to a website (include link), mailed (include address), provided to you to include with an application packet, signed and sealed, etc.), the deadline, and a copy of your CV/resume. Applicants to doctoral programs and major funding opportunities (i.e. nationally competitive fellowship programs) will want to make an appointment at least a month in advance to discuss the framing of your application, your research agenda, and how the letter can support these dimensions of your application.