

EDUC 251: Diversity in Society and Education
Fall 2006
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SAINT JOSEPH COLLEGE, West Hartford, CT 06117

Instructor Contact Information	
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Course Description: This course focuses on four major themes: 1) The students' own stereotypes, biases and culture, what they are and where they come from; 2) Isms (including racism, ablism, chistianism, sexism, nationalism and agism) and how they are played out in our society and within interactions and expectations of others; and 3) English language acquisition, and bilingual and ESL education; 4) How all these aspects interact in an educational setting. Included in these discussions and critical analysis will be how our society and our own interactions marginalizes and oppresses certain groups, especially looking at the GLBTQ (Gay, Lesbian, Bisexual, transgender, questioning) population and people from the low socioeconomic communities, as they are the most oppressed and persecuted in our society today. The course is a hybrid course, meaning that it has both in class and asynchronous online sessions. Field study required.

This Course is aligned with the vision, mission, and goals of the Education/Special Education Department: The constructive nature of this course facilitates inquiry, reflection, and critical thinking. Candidates develop an awareness of their own stereotypes and biases, cultural identity processes, English language acquisition, and what it is like to be a child in a classroom that is from the nondominant culture, and how to support ALL students in their classrooms.

General Education Program - Integral Skills

Oral Communication – small group exercises in class where students will state their opinions, and support them; and discuss with other students differing opinions

Written Communication - Reading Responses, Threaded Discussions online, and Reflection Paper

Critical thinking – Self analysis of own stereotypes, biases and cultures; comparing and contrasting own beliefs and others' beliefs in written and oral modes; analysis of how isms in our society affect our actions and thoughts, consciously and unconsciously

Collaboration – Group midterm, class assignments in small groups

Academic Integrity Policy:

Academic integrity is the responsibility a student assumes for honestly representing all academic work. This responsibility implies the student will in no way either misrepresent her or his work or unfairly advance her or his academic status and will neither encourage nor assist another student in so doing. Academic work includes quizzes, tests, mid-term examinations, final examinations, research projects, take-home assignments, laboratory work, and all other forms of oral or written academic endeavor. (Full policy located in Undergraduate Curriculum Committee Public Folder) (12/03)

Disability Services:

At Saint Joseph College, we value our diverse community. The Disabilities Service Coordinator, Katie Thibault is here to facilitate academic success for all students with special needs by arranging reasonable accommodations. In addition, please feel free to talk to the professor about needed accommodations and adaptations.

Course Objectives:	Performance outcomes:
1. Identify own stereotypes, biases, and cultural groups.	Self Awareness paper – both versions Case studies in class Discussions Analyzing children’s books in class
2. Understand how isms and society interact to continue and reinforce isms	Midterm Case studies in class Website readings and discussions Analyzing children’s books in class
3. Understand how one’s own behavior and expectations of others affects how they interact and view others, whether overt or unconscious.	Community events Self Awareness paper – both versions Case studies in class Website readings and discussions Analyzing children’s books in class
4. Understand how groups are marginalized and oppressed in our society, especially people from low socioeconomic settings and the GLBTQ population.	Community events In class simulations Case studies in class Website readings and discussions Analyzing children’s books in class
5. Demonstrate a basic understanding of English language acquisition and English language dialects.	Midterm Field Study Paper In class assignment of aligning ESL/bilingual programs Website readings and discussions Analyzing children’s books in class
6. Explain the models and theories of ESL/ELL and bilingual education	Midterm Field Study Paper In class assignment of aligning ESL/bilingual programs Website readings and discussions Analyzing children’s books in class
7. Identify factors that affect the achievement gap between districts and between Black and white students in educationally strong schools.	In class case studies Website readings and discussions Factor identification assignment and class discussion Analyzing children’s books in class
8. State the major theories of multicultural education and how they are demonstrated in an educational setting	Multicultural Theory Comparison Assignment and class discussions.

Elementary Education

Standards: 2, 3, 8
General Statute Inter-
group relations and
school violence
prevention;

Secondary

Standard 2
General Statute Inter-
group relations

Special Education:

Psychoeducational
theory and development
of handicapped Children

CEC Standards:

3, 5, 6, & 9.

CCT:

I.1.a, b
I.2.a, c
I.4.b, d
II.2.b
II.3.a, d, e
III.1
III.2.b, c
III.4.a, b

CCT Discipline:

elem: I. III. IV.
Language Arts: I. VII. X.
Mathematics: IV.
Science: IV. V.
Social Studies: II. III. VII.
Spec Ed: II. VII.
World Languages: III.

Required Readings

Texts:

Crawford, Educating English Language Learners.

Freire, Teachers as Cultural Workers.

Additional readings and recordings that accompany the readings are listed below.

Course Outline and Readings

August 29

Introductions

Review Syllabus

Meet who is in your class

Definitions

September 3

Self Explorations, We are from Poems

Readings & Recordings

http://en.wikipedia.org/wiki/Cultural_identity (There have been questions about this source as a reliable one, what do you think?)

<http://www.racismnoway.com.au/library/understanding/index-The.html> The importance of culture, language and identity

http://www.tolerance.org/hidden_bias/index.html - please do the implicit test

http://www.tolerance.org/hidden_bias/tutorials/

<http://www.archive.org/details/childhood-matters-03-06-29>

http://www.smithsonianmag.com/issues/2005/september/lesson_lifetime.html Jane Elliot

Due – Name Tag or Plaque to use in class

Self Awareness Paper

I am from Poem

Saturday, September 9 Sex Signals 7pm in Hoffman Auditorium

September 12 Self, Societal, and Cultural Identities

Readings and Recording

http://www.findarticles.com/p/articles/mi_qa3886/is_200007/ai_n8924076 Why are all the black kids sitting together in the Caterita

<http://teachers.net/archive/tatum111099.html> Tatum interview

http://www.pbs.org/race/000_About/002_04-background-03-04.htm Tatum

<http://www.npr.org/templates/story/story.php?storyId=5457613> “He Talk like a White Boy”

<http://www.npr.org/templates/story/story.php?storyId=5473682> Becoming Aware of Whites View on Race

<http://www.npr.org/templates/story/story.php?storyId=5539692> The Heart of Whiteness

<http://www.npr.org/templates/story/story.php?storyId=5557545> A personal Story of racial profiling

September 18-25 is Mercy Week at SJC

- September 19 Bilingual Education – Language Acquisition
Readings
Chapters 4 -8 Crawford
- September 26 Bilingual Education – Different Models
Readings
Chapters 1-3, 9, & 12 Crawford
http://www.mla.org/census_main The Modern Language Association Language Map
Due – Bilingual/ESL Classroom Placement Write-ups
- October 3 Midterm
- October 10 No Class - Faculty Development Day
- Wednesday, October 11 – VOICES Dinner and presentation at 7pm in Hoffman Auditorium
- Monday October 16 – CT Multicultural Conference
- October 17 Sexual Orientation
Readings & Recordings
I Hate Myself – Starting with I
What Would You Do if I was Gay – Starting with I
Sexual Orientation Development
Missing Minority
What Is Heterosexual Privilege?
Drletters
<http://www.npr.org/templates/story/story.php?storyId=5500562> Parallels Between
Civil Rights and Gay Marriage
- October 24 Sexual Identity
Readings & Recordings
Your Trans Children
From silence to safety
<http://www.abcnews.go.com/GMA/story?id=1682922&page=1> Transgender Women
http://www.mg.co.za/articlePage.aspx?articleid=278517&area=/insight/insight_national/# Gender, a state of mind
<http://weartv.com/news/Stories/aug06/0811/crossdressingteen.shtml> Teen Cross
Dresser
- Wednesday, October 25 Democracy in Education: Building a Visions – A town Meeting – 4-8pm
at CCSU

- October 31 Predator, Ally, Target and Institutional isms
 Readings & Recordings
 White Privilege McIntosh
 First Words, Letters 1-4 Freire
<http://www.npr.org/templates/story/story.php?storyId=5506152> Why Do Young Men Commit Hate Crimes?
<http://www.npr.org/templates/story/story.php?storyId=5576785> How Should You Respond to a Racist Comment?
<http://www.npr.org/templates/story/story.php?storyId=5430249> 'The Color of Wealth': A Racial Money Divide
- November 7 Religious Differences
 Readings & Recording
http://www.religioustolerance.org/ps_pray.htm play around in this site, see what you find
http://www.clsnet.org/clrfPages/pubs/pubs_holida5.php Religious Holidays in Schools
<http://www.soundvision.com/Info/education/pubschool/pub.student.asp> 7 Tips for Muslim Students: How to Deal with Misinformation in the Classroom – another site to look around at other pages
http://www.adl.org/issue_religious_freedom/faith-freedom/faith_freedom_schools.asp Religion in the Public Schools
<http://www.npr.org/templates/story/story.php?storyId=5554170> Teacher Works for Understanding of U.S. Muslims
- November 13-17 International Week at SJC
- November 14 Refugees and Immigrants
 Readings & Recordings
 Losing Identity
http://www.brown.edu/Administration/News_Bureau/2000-01/00-124.html Study finds barriers to immigrants' involvement in children's education
<http://immigration.about.com/od/ussocialeconomicissues/i/EduIllegalIss.htm> Should Illegal Immigrant Children & Teenagers Be Educated in the U.S.?
<http://www.npr.org/templates/story/story.php?storyId=5533056> Activists React to Planned Immigration Hearings
<http://www.npr.org/templates/story/story.php?storyId=5489495> Immigrants and the Importance of English
http://www.publicbroadcasting.net/wnpr/news.newsmain?action=article&ARTICLE_ID=928714 Dealing with immigration in Connecticut's cities
http://www.publicbroadcasting.net/wnpr/news.newsmain?action=article&ARTICLE_ID=946604 Connecticut's growing Asian American community
 Due – Community Experiences

November 21 Multicultural Education

Readings

Letters 5-9 Freire

Ten tips for Creating a Caring School

Teaching Inequality: How Poor and Minority Students are shortchanged on teacher quality

Assimilationism and Pluralism as Cultural Tools

Oppression, privilege and high stakes testing

November 28 Multicultural Education

Readings & Recording

Bridging Multicultural Education

http://www.rethinkingschools.org/archive/12_01/ebintro.shtml The Real Ebonics Debate

<http://training.newmedialearning.com/psh/linfieldc/> Preventing Sexual Harassment

<http://www.npr.org/templates/story/story.php?storyId=5474128> When is the 'N-Word' Not a Racial Slur?

<http://www.npr.org/templates/story/story.php?storyId=5428049> Immigration and Assimilation in America

http://news.ncmonline.com/news/view_article.html?article_id=b89773ee251042d994e23ca0fd927512# The Dark Side of the Asian American 'Model Student'

http://www.nytimes.com/2006/08/09/education/09education.html?_r=1&oref=slogin&pagewanted=print Achievement Gap

<http://www.planetout.com/news/feature.html/?sernum=2064> hate speech

<http://www.npr.org/templates/story/story.php?storyId=957688> Citizen Student: Teaching Patriotism in Time of War

<http://www.npr.org/templates/story/story.php?storyId=983595> Teaching Patriotism in Time of War - Part II

December 5 Sharing of Class Summaries and Summary of the Class

Due – Class Summaries

Class Requirements

1) Class participation, online assignments, homework exercises, and attendance	15%
2) Self Awareness Paper	10%
3) Community Experiences	13%
4) Reading Responses	20%
5) Class Midterm	10%
6) Bilingual/ESL Classroom Project	27%
Journal	5%
Teacher Evaluation	2%
Reflection Paper	20%
7) Class Summary	5%
	Total 100%

**All work is due by December 8th
No work will be accepted after that point.**

Requirements Explained

1) Class Participation, inclass assignments, homework exercises, and attendance - Classes will be greatly interactive and will require all types of participation. Therefore, everyone will have the opportunity to contribute in their own ways. Part of class participation is coming prepared to each class by completing assigned exercises and readings, and bringing assigned reading materials to class. It will be your responsibility to contact the professor to tell her if you will not be in class and to get your make up assignments outside of class, including class handouts. For each assignment online there will be at least one discussion board. To be able to get full credit for the assignment you need to enter at least three entries in each discussion board. The entries need to be thoughtful in reflecting back on the readings or assignment connected to the discussion board, and show response to other entries on the discussion board.

2) Self Awareness Paper - You will write a paper (3 to 5 pages in length) on who you are. The paper should include: 1) How you see yourself culturally and socially, 2) How you feel others see you culturally and socially, 3) What your beliefs are, 4) Who you would make a point of not socializing with and/or feel uncomfortable socializing with, and 5) Why do you think you see yourself in these ways. The first version of the paper will be due the second class, September 3rd.

At the end of the semester you will edit your paper making changes by striking out text (and still leaving in the body of the paper) and adding new text in another color (or underline) to show the changes in how you perceive yourself after the semester (so save the first copy on a disk). The edited copy should also include a paragraph explaining why you think you see yourself differently or why not. The edited paper will be due at the end of the semester on December 5th.

3) Community Experiences – You will be required to go to two community experiences or events that are not part of your “normal” culture or experiences or with people you usually do not associate with. These should not be events that you would go to normally. It is time to stretch yourself. You can go to an arts event, cultural event, festival, religious service, etc.. However, it needs to be an event where you interact with people, i.e., if you go alone to an art exhibit and just look at the art, that is not acceptable. However, if you go to an art exhibit that has a group tour or discussion session that you partake in, that would be fine. The event can be off or on campus.

You should plan to spend at least 1 1/2 to 2 hours at each event or experience. If you are not sure if the event is appropriate please check with Dr. Alexandrin **first**. Have fun and explore new places for you. You need to hand-in a write up for each event. The following should be included in each write up: 1) What the event or experience is and why it is different for you, 2) What you felt the event or experience was going to be before you go, and why you felt this way (this part should be written up before you go), 3) A description of what happened at the event (this should be a summary of no more than a full page in length), 4) Would you recommend the event or experience to other people, why? and 5) What you learned or gained from the experience. Due – Tuesday, November 14th.

4) Reading Responses – Each week you are expected to write a one to two page response on how you feel about the readings due for that week and how they relate to your life and/or teaching. You will be graded on how well you state and support your feelings, opinions and insights about the reading. The professor is not looking for a summary of the reading, but your feelings, opinions, and insights about it. There are no right or wrong feelings, opinions or insights as long as they are well supported. Responses should be clearly written with correct grammar and spelling. You may choose to base your responses on all the assigned reading for each week in general, one reading, or a particular part of one. There are a total of twelve (12) Reading Responses due for the semester.

5) Class Midterm – You will be working on this exam in groups of two or three that will be established the second class. The midterm will be based on Bilingual Education, Language Acquisition and cultural identity development. It will be mostly in a case study format.

It will be an open book and note exam online. You will be able to access the exam Sunday, October 1st, and have until the following Sunday, October 8th, to submit your answers.

6) Bilingual/ESL Project – You will need to locate an ESL, Bilingual or ELL classroom (or community site for noncertification students) to work in for at least fifteen (15) hours throughout the semester. It needs to be in a priority community (see list below). (For certification students - You are required to pick a grade level you are getting certified to teach.)

Bilingual/ESL Placement Writeups – You will write up the first two parts of the Reflection paper: 1) A detailed description of the school and the community it is in, and 2) A detailed description of the ESL, ELL, or Bilingual Program. The first part should describe the community and school in enough detail that a person not from CT would get an understanding of what the community and school are like, socioeconomically, ethnically and languages spoken. You can then use the edited version for your reflection paper due at the end of the semester. Due – Tuesday, September 26th.

Journal - You will record a summary of each of your times in the classroom, including the documentation of the dates and time you were there. These summaries are informal and can be written how you want; bulleted, paragraph or other. Spelling and grammar will not count and the journal can be handwritten or typed. The journal is a way for you to record what happened when in the classroom so that you can reflect on it later. It is also a way to document to the professor the time you spent in the school.

Supervisor Evaluation – Your cooperating teacher will be asked to return a short questionnaire about your participation in the classroom directly to the professor (see attached). You are responsible for making sure the teacher fills out the form and returns it to the professor.

Reflection Paper – You will be asked to write a paper (no longer than 10 pages and at least 5 in length) that examines what you observed in your classroom experiences and what theories and aspects of ESL, bilingual and/or ELL education you saw or did not see in the classroom and why. The following areas should be covered: 1) A detailed description of the school/center and the community it is in (Enough

information should be given so that a person not living in CT would know what the school and community are like) , 2) A detailed description of the Program you are in, 3) A detailed description of the setting, participants, and teacher(s)/leader(s) you worked with, 4) What good practices you saw in the program and why do you think this, 5) What not so good practices you saw in the program and why do you think this, 6) Your reflection of working in the program, and 7) How this experience has helped prepare you, or not, for your future working with adults and children. Due December 8th.

7) Class Summary – As a review, and the combining of all you have learned in this course, you are asked to represent in words, pictures, diagrams, flow charts, etc, what you have learned in this course and how the different information and knowledge gained in this course comes together and is connected to your future career. You are free to do this representation of the course how you would like, use your imagination. However, it can not be done as a written summary or a research paper. Class Summaries will be graded on the following: 1) The knowledge of the different subject matters of the course is represented, 2) The knowledge of the course is connected, directly or indirectly, to your future career, and 3) High quality visual representation. Due – Tuesdays, December 5th.

Style of all outside of class written work submitted:

- Person First Language
- Double spaced
- Font size 12
- Pages numbered
- Abbreviations are written out the first time they are used in a paper

Priority Communities

Ansonia	East Hartford	New London	West Haven
Bloomfield	Hartford	Norwalk	Windham
Bridgeport	Meriden	Putnam	
Bristol	New Britain	Stamford	
Danbury	New Haven	Waterbury	

Saint Joseph College
Education Department
EDUC 251 – Diversity in Society and Education
Teacher/Leader Evaluation Form

Student's Name _____

Teacher's/Leader's Name(s) _____

Type of Program _____

School/Center _____

City _____

Please answer the following questions about the student to the best of your ability.
Return the completed form to Julie Alexandrin, Ph.D., 1678 Asylum Ave, West Hartford, CT 06117, jalexandrin@sjc.edu, or fax (860) 231-1691.

Thank you for allowing our student to be in your program this semester.

The student spent at least 15 hours in your program at your school/Center.

The strengths of this student working with students/adults.

Areas where this student can improve in working with students/adults.

Signature of Teacher _____ Date _____