ED 8250: Cultural Diversity in Education
Spring 2024
Tuesday/Thursday 11:00-12:15
Tillman Hall - 315

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Office Location: Old Main - 407E
Office Hours: By Appointment

Course Description

This course is an examination of diverse cultures within education. Such cultural components include but are not limited to race, ethnicity, linguistic identity, spirituality, gender and/or non gender conformity. As educators, we should understand these cultural components' impact on students' identity, and how this identity is tied to their learning and academic achievement. We will learn to familiarize ourselves with the importance of students' diverse cultures so that we can embrace new ways of thinking, knowing and understanding. You will have the opportunity to engage in self reflection and collaborative learning while being immersed in literature pertaining to cultural diversity. The goal for this semester is for you to develop culturally sustaining teaching practices as you enter the field of education.

Policies and Procedures

College of Education Mission
The College of Education is a transformative leader in systemically improving education, beginning at birth. Our mission is to engage our students in high quality applied research, professional learning, and immersive experiences. We prepare culturally competent scholar practitioners who promote the growth, education, and development of all individuals, with emphasis on underperforming schools and underserved communities across the state and nation.

The College of Education is dedicated to enhancing the education and development of all students, particularly those in underserved communities. We not only shape the lives of individuals; we also help transform families and communities. We see a significant role for our college in the economic development of our state and nation, and we embrace Clemson's land-grant mission to better the lives of South Carolina's citizens.

College of Education Commitment to Diversity
The College of Education is committed to providing all candidates with purposeful, challenging, and diverse experiences. It is through a range of diverse, carefully constructed, and challenging

classroom-based instruction and field-based experiences that candidates will recognize the inherent dignity and value of all individuals, promote equity in education, and advocate on behalf of children, families, and communities. http://www.clemson.edu/education/about/diversity-plan/index.html

Academic Integrity Policy
As members of the Clemson University community, we have inherited Thomas Green Clemson's vision of this institution as a "high seminary of learning." Fundamental to this vision is a mutual commitment to truthfulness, honor, and responsibility, without which we cannot earn the trust and respect of others. Furthermore, we recognize that academic dishonesty distracts from the value of a Clemson degree. Therefore, we shall not tolerate lying, cheating, or stealing in any form.

Copyright
All materials found in this course are strictly for the use of students enrolled in this course and for purposes associated with this course; they may not be retained or further disseminated. Clemson students, faculty, and staff are expected to comply fully with institutional copyright policy as well as all other copyright laws.

Privacy Policy
This course is designed with your privacy in mind. If, however, you feel that an assignment or technology tool undermines your right to privacy, please contact me immediately. We will work together to determine an alternative assignment that will help you achieve the course learning outcomes.

Online Conduct
Appropriate online academic conduct means maintaining a safe learning environment based on mutual respect and civility. All participants in Clemson courses are expected to behave professionally by adhering to these standards of conduct:

· Never transmit or promote content known to be illegal.
·Respect other people's privacy as well as your own.
· Never use harassing, threatening, embarrassing, or abusive language or actions.

Online communication that fails to meet these standards of conduct will be removed from the course. Repeated misconduct may result in being blocked from online discussions, receiving a grade penalty, or being dismissed from the course. Such misconduct in the online environment may also be reported to officials for appropriate action in accordance with University policy. If you ever encounter inappropriate content in our course, please contact me with your concerns.

Emergency Guidelines from Clemson University Police Department

All students and employees should be familiar with the following guidelines. For additional information about safety see http://www.clemson.edu/cusafety/preparedness/.
Evacuation:

- When evacuating buildings, do not use elevators as they may lose power, stranding riders.
- Familiarize yourself with the locations of stairwells and exits.
- Individuals needing assistance evacuating should move to a stairwell away from the hazard, dial 911, and provide the Dispatcher with their exact location and what they need regarding evacuation.
- When evacuating follow the instructions provided by Public Safety personnel to reach a safe place.
  To seek "Tornado Safer Places," get to the lowest level of the building time allows, stay away from areas with windows and glass, and put as many walls as you can between yourself and the outside. In public buildings, bathrooms typically have an additional wall.
  Active Shooter:
- Always call 911 as soon as you possibly can.
- Run away from the area, if it is safe to do so, time allows, and the gunman is not nearby.
- Hide if the gunman is too close to your location. Find a safer place, lock, and barricade doors, turn lights out and cell phones off or to vibrate.
- Fight. As a last resort, resolve to fight the intruder with everything you have at your Disposal.
- A short video prepared and presented by the Department of Homeland Security can be found at the following link: dhs.gov/video/options-consideration-active-shooter-preparedness-video.

Student Accessibility Services

Accommodations for Students with Disabilities
Clemson University values the diversity of our student body as a strength and a critical component of our dynamic community. Students with disabilities or temporary injuries/conditions may require accommodations due to barriers in the structure of facilities, course design, technology used for curricular purposes, or other campus resources. Students who experience a barrier to full access to this class should let the professor know and make an appointment to meet with a staff member in Student Accessibility Services as soon as possible.

You can make an appointment by calling 864-656-6848, by emailing studentaccess@lists.clemson.edu, or by visiting Suite 239 in the Academic Success Center building. Appointments are strongly encouraged—drop-ins will be seen in at all possible, but there could be a significant wait due to scheduled appointments. Students who receive Academic Access Letters are strongly encouraged to request, obtain, and present these to their professors as

early in the semester as possible so that accommodations can be made in a timely manner. It is the student's responsibility to follow this process each semester. You can access further information here: http://www.clemson.edu/campus-life/campus-services/sds/.

Student Support Services

Academic Success Center - The Academic Success Center provides free services, including tutoring, academic coaching, and academic skills workshops, for all Clemson students. Visit the Academic Success website http://www.clemson.edu/asc/for more information on their services and workshops.

Writing Center - Clemson University's Writing Center offers free one-on-one tutoring for all Clemson students. Visit the https://clemson.mywconline.com for more information about their services.

Cooper Library - Reference librarians are available in person and via text, phone, email, and chat to answer your research questions. Visit https://libraries.clemson.edu/ask/ for more information or to get in touch with a librarian.

Technical Support - If you are having hardware or software problems, CCIT's Service Desk may be able to help you. Contact them at ITHELP@clemson.edu with a detailed description of your problem.

Academic Advising- https://www.clemson.edu/academics/advising/index.html is an ongoing educational process that connects the student to the University. Academic advising supports the University's mission of preparing the student for learning beyond the confines of the academy. Academic advisors represent and interpret University policies and procedures to the student and help the student navigate the academic and organizational paths of the institution.

Registrar - The https://www.clemson.edu/registrar/ provides information about important deadlines, degree and program requirements, and other key information, including use of iROAR to add, drop, or withdraw from courses.

Course Procedures

Attendance and Participation
It is imperative that you attend all class meetings. If you have an emergency and will not be able to make it to class, please notify me ahead of time via email. Additionally, students at Clemson are expected to wait 15 minutes if an instructor is late.

· If you miss class/weekly Canvas Modules, it is possible to make up the work by:

1. Preparing for assignments and projects before your absence or attending to these and/or completing the weekly Canvas Modules ASAP after your absence. For hybrid/in-person class meetings, if something is due or an in-class assignment occurs during your absence, you are responsible for completing it prior to your absence or immediately following. Otherwise, points will be deducted, even if this is an excused absence

2. Check Canvas and syllabus for missed work and upcoming projects

3. Contact your instructor prior to or immediately after absence to keep communication lines open, and plan for missed work to be submitted a week following the absence, unless a longer extension is negotiated with the instructor.

4. Point reductions will be given for late assignments completed after the negotiated time and an incomplete at the end of the semester may be given until work is completed.

Course Materials

<u>Required Books</u>

For book clubs, you will **<u>choose one</u>** of the texts as your required textbook for this course (See the Book Clubs Presentations sections below). Weekly readings will be posted to Canvas.

> **Chalk & Wire (5-year account).** Chalk & Wire is the College of Education's web-based assessment management system for continuous improvement efforts and accreditation reporting. This system collects assessment results and helps provide a clear and efficient method for evaluating learning outcomes in specified programs. Chalk & Wire is a **one-time** purchase through the Clemson University bookstore of a **5-year account.** (Please visit the Clemson University bookstore for specific information about associated costs.) For support or questions regarding Chalk & Wire please email coecw@clemson.edu.

Accreditation and Assessment Practices:

Clemson University and the College of Education are required to collect candidate performance data for national, regional, and state accreditation. Chalk & Wire is a required purchase for all education majors. This web-based assessment data management tool is used by the CoE in multiple ways and students will experience seamless assessments using embedded links in Canvas.

Assignments

Reading Responses & Class participation (35% of final grade): For reading responses, you will simply write your thoughts about the readings in 2 page responses. Questions you might want to answer include but are not limited to:

·   What are your initial thoughts about the author's ideas?

· Have you seen anything related to this play out in schools in your experience as a student? As a teacher candidate?

· Did your views on anything change or shift as a result of this reading? Are you thinking about anything differently?

· How might the ideas presented in this reading help you address cultural concerns/celebrations in your classroom?

You will need to complete 7 reading responses over the course of the semester. Your reading response will need to be submitted before class starts the weeks you choose to submit one. To be clear, <u>you are expected to come to class having read all of the readings each week, whether you submit a reading response or not.</u>

Critical Cultural Autobiography-Self Reflection Essay (20% of final grade): You will write a 3-4 page narrative describing how you came to recognize yourself as a cultural and racial being. Please see the assignment post for a detailed assignment description.

Book Club Presentation (25% of final grade): You and a group of your classmates will participate in a book club. After spending a few weeks reading and discussing your book, you will present your book and its ideas to the class. Your presentation will last 20-30 minutes. The list of books to choose from is below:

· *We Want to Do More Than Survive: Abolitionist Teaching and the Pursuit of Educational Freedom* by Bettina L. Love

· *Other People's Children: Cultural Conflict in the Classroom* by Lisa Delpit

· *Ghosts in the Schoolyard: Racism and School Closings on Chicago's South Side* by Eve Ewing

· *Indigenous Children's Survivance in Public Schools* by Leilani Sabzalian

· *Pushout: The Criminalization of Black Girls* by Monique Morris

· *Subtractive Schooling: U.S. Mexican Youth and the Politics of Caring* by Angela Valenzuela

· *Despite the Best Intentions: How Racial Inequality Thrives in Good* Schools by Amanda E. Lewis and John B. Diamond

Cultural Community Studies Project (25% of final grade): For this assignment, you will select a community to research by becoming a "participant observer" within this community. You will apply a critical lens to your research and observations about the community's culture, and write a description and analysis of the community along with an issue/privilege that plays out for them in schools. You will incorporate what is being done to address the issue/privilege and provide suggestions for more equitable teaching practices for this particular community of people.

Your analysis should include the following three components:

·   A bibliographic review of at least three current events in local or national news related to your community

·   A bibliographic review of at least five scholarly articles related to your community

·   A listing and description of local, national, or global organizations that work to redress injustices related to your community

Final products of the study will include:

·   A three-page paper reflecting on the role and stance of teachers as advocates seeking to redress injustices related to your community. In other words, as a future teacher, what will you do in your classroom to address issues/privleges of this community? What are some helpful resources for social-justice minded teachers as it relates to your community?

·   Vocabulary, definitions, and the essential questions you might use if you were to teach a lesson using culturally sustaining practices that speak to your community's culture

·   A website providing background information about the culture of your community, current news events, scholarly resources, and resources for teachers (including your paper)

·   A reflection of your positionality regarding this topic.

Reading Responses & Class Participation - 35%
Critical Cultural Autobiography Self-Reflection Essay - 20%
Book Club/Presentation - 25%
School Issue Study - 20%

A	90-100
B	80-89
C	70-79
D	60-69
F	59 and below

ED 8250 Course Schedule

Date		Assignment Due
1/11	**Course Introduction**	

1/16	**Call Me Who I am** Moore, L. L., Slanda, D. D., Placencia, A., & Moore, M. M. (2020). The power of a name: Nontraditional names, teacher efficacy, and expected learning outcomes. *Journal of English Learner Education*, *11*(1), 83-103. - Available [here](#) How We Pronounce Student Names, and Why it Matters - Available [here](#) **Critical Cultural Autobiography-Self Reflection Essay**	
1/18	**Historical Perspectives & The Value of Culture in School** Kober, N., & Rentner, D. S. (2020). History and Evolution of Public Education in the US. *Center on Education Policy*. - Available [here](#)	
1/23	Stokes, S. M. (1997). Curriculum for native american students: using native american values. *The Reading Teacher*, *50*(7), 576-584. - Avaliable [here](#) **Zoom Class Meeting**	
1/25	Ramsey, S. (n.d.). The Troubled History of American Education after the Brown Decision. The American Historian. - Available [here](#)	
1/30	Anderson, J. (2015). A Long Shadow: The American Pursuit of Political Justice and Educational Equality. *Educational Researcher*, 44(6), 319-335. - Available [here](#)	
2/1	Finish & Submit Critical Cultural Autobiography Self-Reflection **(Asynchronous Class Session)**	**Critical Cultural Autobiography Self-Reflection Due**
2/6	**Connecting the Past and the Present** Nice White Parents Podcast—all 5 episodes (available on Apple podcasts, Spotify, and [here](#))	

	Book Club Introduction	
2/8	**Race, Culture, & Colorblindness** Lewis, A. E. (2001). There is no "race" in the schoolyard: Color-blind ideology in an (almost) all-white school. *American educational research journal*, *38*(4), 781-811. - Available here	
2/13	Moon, S., Jung, J., Bang, Y. S., Kwon, K. Y., & Suh, Y. (2009). I don't see color, I only see children!": A study of teachers' color-blindness for Asian students/family. *US-China Education Review*, *6*(8), 80-84. - Available here	
2/15	**Culturally Responsive Teaching** Taylor, S. V., & Sobel, D. M. (2011). *Culturally responsive pedagogy: Teaching like our students' lives matter* (Vol. 4). Brill.	
2/20	Regional Educational Laboratory Culturally Sustaining Pedagogy　　　　　　　　　　- Available here **Zoom Class Meeting**	
2/22	**Race & Teachers** Fehr, M. C., & Fehr, D. E. (Eds.). (2010). *Teach boldly!: Letters to teachers about contemporary issues in education* (Vol. 356). Peter Lang. Recognizing Diversity in Asian students. - Available here	
2/27	Davis, E. (2019). African American Teachers' Experiences with Racial Micro-Aggressions. *Educational Studies 52*(2), 180-196. - Available here	
2/29	Duncan, K. (2020). 'That's My Job': Black Teachers Helping Black Students Navigate Systems of White Supremacy. *Race Ethnicity and Education*. 1-19. - Available here	

3/5	**Race & Exceptionality** Yoon, S. & Gentry, M. (2009). Racial and Ethnic Representation in Gifted Programs: Current Status of and Implications for Gifted Asian American Students. *Gifted Child Quarterly, 53*(2), 121-136. - Available here	
3/7	Justice in America: Episode 28: School to Prison Pipeline (available on Apple podcasts, Spotify, and here)	
3/12	**Asynchronous Class Session (work on book club)**	
3/14		**Book Club Presentations**
3/19	**Clemson Spring Break - No Class Meeting**	
3/21	**Clemson Spring Break—No Class Meeting**	
3/26	**Culturally Sustaining Pedagogies** *Culturally Sustaining Pedagogies* Chapter 1	
3/28	**Linguistic Diversity** *Culturally Sustaining Pedagogies* Chapter 3	
4/2	*Culturally Sustaining Pedagogies* Chapter 10	
4/9	AnthroPod Episode 55: Raciolinguistic Ideologies & Decolonizing Anthrolopogies: A Conversation with Jonathan Rosa (Available at Apple Podcasts)	
4/11	**Spiritual/Religious Diversity** **Asynchronous Class (Work on school issue study)**	
4/16	**Cultivating LGBTQ+ Inclusive Classrooms**	
4/18	**Where Do We Go from Here? End of Semester Wrap Up** *Culturally Sustaining Pedagogies* Chapter 15	
4/23		

4/25		**Cultural Community Studies Project Due**