

## Education and Cultural Diversity ♦ 01.384 201

University of Massachusetts Lowell  
Graduate School of Education  
Spring 2012  
Mondays & Wednesdays, 9:50-10:45  
Room – O’Leary 528

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or by appointment

*It is natural anywhere that people like their own kind, but it is not necessarily natural that their fondness for their own kind should lead them to the subjection of whole groups of other people not like them.*

*--Pearl S. Buck*

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### Course Overview

Cultural diversity issues are multi-faceted, complex, and dynamic. We all have multiple identities based on social identity categories such as, race, ethnicity, class, gender, sexual orientation, religion, culture, ability and language.

This course is designed to give you a foundation in the awareness, knowledge and understanding of populations culturally diverse in terms of race, ethnicity, class, gender, religion, sexual orientation, and ability status. In particular, you will explore cultural misunderstanding or oppressive dynamics by developing critical analytical tools to understand social differences in the social system and in your personal lives. You will also develop a sense of agency and capacity to identify, interrupt and change the oppressive patterns in yourself and in any educational settings that you come across.

To analyze the complex and dynamic nature of different forms of “isms” in regards to racism, classism, sexism, religious oppression and ableism, you will experience different learning strategies. These strategies follow the experiential learning model developed by Kolb that utilizes concrete experiences, reflective observation, abstract conceptualization and active experimentation to guide the instructional activities to accommodate different student learning styles. By the end of this course, you will have experienced simulation/ games, videos, readings, role-plays, debate, case studies, identifying personal experience, writing reflection, discussion, brainstorming, questions, lecture, model building, analogies, guest lectures and present mini-lessons, to fully explore cultural and diversity issues. Articles on different social groups will be extensively used to understand the enduring features of each social group, to recognize the learning from the personal experiences of people from different groups and to identify concrete steps that challenge the causes and effects of each ism.

## **Graduate School of Education Conceptual Framework**

The central tenets of the Graduate School of Education conceptual framework "Education for Transformation" are Excellence, Equity, Inquiry and Collaboration. This course is committed to the "Education for Transformation" framework. It will promote equity of educational opportunity for all learners; encourage all students to demonstrate excellent knowledge, judgment and skills in their professional fields; encourage all students to collaborate with other educators, peers and community representatives to support educational excellence; use inquiry and research to understand and address educational challenges.

### **Required Text**

Adams, M., Blumenfeld, W., Castaneda, C., Hackman, H., Peters, M., and Zuniga, X. (2010). *Readings for diversity and social justice* (2<sup>nd</sup> ed.). New York, NY: Routledge

### **Intended Learning Outcomes**

By the end of the course it is hoped that you will be able to:

1. Examine your own attitudes, beliefs, and actions in understanding cultural diversity and issues related to diversity at a conscious and an unconscious level.
2. Develop a clear understanding of multiple social identities (i.e., race, class, gender, sexual orientation, religion, age, ability status, age), as well as an understanding of the many ways that our multiple identities intersect to create remarkably diverse identity groups.
3. Teach your classmates the history of the various immigrant groups in the United States.
4. Recognize, describe and understand characteristics of different forms of diversity at the individual, institutional, and social level and the interconnections between the forms of social construction.

## Assessment of Learning Outcomes

Number	Assignments	Points
1	History of Immigrants ( <i>measures learning outcome 3</i> )	20
2	Web Blog Reflections ( <i>measures learning outcomes 1 and 2</i> )	30
3	Response to Guest Speakers ( <i>measures learning outcome 4</i> )	25
4	Participation	15
5	Attendance and Professionalism	10

Although specific rubrics will be provided for assignments, the overall grading system for the course is based on the system below. The following qualitative letter grades are employed by faculty members to characterize the quality of a student's work in a course:

Points	Grade	GPA	Comment
93-100	A	4.0	Superior Work: Highest Quality
90-92	A-	3.7	High Honors Quality
87-89	B+	3.3	High Quality
83-86	B	3.0	Basic Honors Quality
80-82	B-	2.7	Below Honors Quality
77-79	C+	2.3	Above Satisfactory Quality
73-76	C	2.0	Satisfactory
69-71	C-	1.7	Below Satisfactory Quality
64-68	D+	1.3	Above Minimum Passing
59-63	D	1.0	Minimum Passing
Below 58	F	0.0	Failed

## Course Policies

Attendance: You are expected to attend all sessions--be punctual, and be prepared. In the event you must miss a class or part of a class, please let me know in advance (preferably by email) and make sure that we come to an agreement about the work that will need to be made up. If your attendance is poor (you are often late or you constantly ask to leave early without good reason), the assessment of your contributions to in-class work will be affected (up to 5 to 8 points may be deducted from your final course point total). If you are absent from class for an extended period of time, you will need to provide a doctor's note.

Cell Phone: Please put it away. You will not be required to use it in any of the instructional activities.

Assignments: All assignments and required work must be submitted. If assignments are not submitted, the student may be advised to withdraw or risk failing the course. Incompletes will only be given if the student has documented evidence of illness or exceptional circumstances. Inability to keep-up with course work is not enough grounds for requesting an incomplete.

Late Assignments: Assignments are due by the beginning of each class unless told otherwise. Any weekly assignments that are handed in late will forfeit 1 point for every day/part of day late (e.g. If an assignment is due on Wednesday, and you pass it in on Friday, you forfeit 2 points)

Students with Disabilities: The University is committed to serving all students with disabilities as defined by the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990. Accommodations will be provided if you bring the proper faculty notification from Student Disability Services (SDS). Please see the SDS web page for more information:

<http://www.uml.edu/student-services/disability/default.html>

Absence of Students for Religious Beliefs: Students should inform the course instructor in writing of the day(s) when they will be absent. This should be done as early as possible in the semester and always prior to the day(s) the student will be absent for religious reasons.

University Policy Regarding Dishonesty and Cheating: You should familiarize yourself with the University Academic Integrity Policy regarding dishonesty and cheating. It is available in the Undergraduate Catalog:

[www.uml.edu/catalog/undergraduate/policies/academic\\_dishonesty.htm](http://www.uml.edu/catalog/undergraduate/policies/academic_dishonesty.htm)

School Cancellations: In the event that school may be cancelled due to inclement weather, you should call the UMASS Lowell hotline, 978-934-2121, to see if classes are cancelled.

## Tentative Course Schedule

Week	Date	Topic(s)	HW Readings	Assignment Due
1	1/23 Mon	<ul style="list-style-type: none"> <li>◆ Introduction/ Course Overview</li> <li>◆ Syllabus</li> <li>◆ What is perception?</li> </ul>	Readings 4: Theoretical Foundations	
	1/25 Wed	<ul style="list-style-type: none"> <li>◆ Theoretical framework</li> <li>◆ Multiple Identity Wheel</li> </ul>	Reading 3: The social construction of difference	Blog Entry 1 due by Friday, 1/27
2	1/30 Mon	<b>Guest Speaker 1</b>	Readings 8 & 9: Defining racism & A different mirror	
	2/1 Wed	<b>Racism and Immigration, and globalization</b> <ul style="list-style-type: none"> <li>◆ Personal Connections</li> <li>◆ Racism &amp; Linguicism</li> </ul>	Readings 20 & 22: Emperor's new clothes & Waking up white	Blog Entry 2 due by Friday, 2/3
3	2/6 Mon	<b>Racism and Immigration, and globalization</b> <ul style="list-style-type: none"> <li>◆ Presentation: Immigrant History</li> <li>◆ US Immigration Policy</li> </ul>		<b>Response to Guest Speaker 1</b>
	2/8 Wed	<b>A Cross Cultural Simulation</b>	Readings 26 & 30: Class in America & At the elite colleges	Blog Entry 3 due by Friday, 2/11
4	2/13 Mon	<b>Classism</b> <ul style="list-style-type: none"> <li>◆ Presentation: Immigrant History</li> <li>◆ Defining Class</li> </ul>	Reading 27: The dangerous consequences of growing inequality	
	2/15 Wed	<b>Classism</b> <ul style="list-style-type: none"> <li>◆ Presentation: Immigrant History</li> <li>◆ Individual, Institutional, and Cultural Classism</li> </ul>	Readings 37 & 40: White Poverty & The debt trap	Blog Entry 4 due by Friday, 2/17

5	2/20 Presidents' Day – No Class			
	2/22 Wed	<p style="text-align: center;"><b>Classism</b></p> <ul style="list-style-type: none"> <li>◆ Presentation: Immigrant History</li> <li>◆ Manifestation of Classism</li> </ul>	Readings 39 & 42: Classified & Deep thoughts about class privilege	
6	2/27 Mon	<p style="text-align: center;"><b>Classism</b></p> <ul style="list-style-type: none"> <li>◆ Presentation: Immigrant History</li> <li>◆ Classism in your school</li> <li>◆ Ways of Taking Action against Classism</li> </ul>		
	2/29 Wed	<b>Guest Speaker 2</b>	Readings 56 & 57: Jews in the US & Oral history of Hagar Omran	Blog Entry 5 due by Friday, 3/2
7	3/5 Mon	<p style="text-align: center;"><b>Religious Oppression</b></p> <ul style="list-style-type: none"> <li>◆ Presentation: Immigrant History</li> <li>◆ Religious Identity</li> <li>◆ Stereotypes</li> </ul>	McIntosh (1998) & Schlosser (2003) Appendix 11M	
	3/7 Wed	<p style="text-align: center;"><b>Religious Oppression</b></p> <ul style="list-style-type: none"> <li>◆ <u>On-line Class</u> Knapsack of Christian Privilege</li> </ul>	Readings 44 & 47: Christian nation or pluralistic culture & Christian privilege and the promotion of ...	<b>Response to Guest Speaker 2</b>
8	3/12 Spring Break			
	3/14			
9	3/19 Mon	<p style="text-align: center;"><b>Religious Oppression</b></p> <ul style="list-style-type: none"> <li>◆ Presentation: Immigrant History</li> <li>◆ Maintaining Christian Hegemony</li> </ul>	Masci (1997) Evolution Vs Creationism & Marshall (2001) Religion in Schools & Clemmitt (2005) Intelligent Design	
	3/21 Wed	<p style="text-align: center;"><b>Religious Oppression</b></p> <ul style="list-style-type: none"> <li>◆ Presentation: Immigrant History</li> <li>◆ Debate</li> </ul>	Reading 61 & 66: "Night to his day" & Out-of-body image	Blog Entry 6 due by Friday, 3/23

10	3/26 Mon	<p style="text-align: center;"><b>Sexism</b></p> <ul style="list-style-type: none"> <li>◆ Presentation: Immigrant History</li> <li>◆ Understanding Gender</li> <li>◆ Gender Differences</li> </ul>		
	3/28 Wed	<b>Guest Speaker 3</b>	Readings 64 & 65: Feminism & Violence against women is a men's issue	Blog Entry 7 due by Friday, 3/30
11	4/2 Mon	<p style="text-align: center;"><b>Sexism</b></p> <ul style="list-style-type: none"> <li>◆ Presentation: Immigrant History</li> <li>◆ Prevalence and Normalization of Violence</li> <li>◆ Issues of Sexism and Power</li> </ul>	Reading 62 & 78: Masculinity as homophobia & How homophobia hurts everyone	<b>Response to Guest Speaker 3</b>
	4/4 Wed	<p style="text-align: center;"><b>Heterosexism</b></p> <ul style="list-style-type: none"> <li>◆ Presentation: Immigrant History</li> <li>◆ Homophobia</li> <li>◆ Complexity of Sexuality and Gender</li> </ul>	Reading 86: Becoming an ally	Blog Entry 8 due by Friday, 4/6
12	4/9 Mon	<p style="text-align: center;"><b>Heterosexism</b></p> <ul style="list-style-type: none"> <li>◆ Presentation: Immigrant History</li> <li>◆ Institutional heterosexism</li> <li>◆ Exploring Heterosexual privilege</li> </ul>	Readings 107 & 108: How to curse in sign language & What I'd tell that doctor	
	4/11 Wed	<p style="text-align: center;"><b>Ableism</b></p> <ul style="list-style-type: none"> <li>◆ Presentation: Immigrant History</li> <li>◆ Perception of Disability</li> <li>◆ Types of Disabilities</li> </ul>		Blog Entry 9 due by Friday, 4/13
13	4/16	<b>Patriot's Day -- No Class</b>		

	4/18 Wed	<b>Guest Speaker 4</b>	Readings 104 & 112: Disability in the new world order & Learning disability identity development	<b>Response to Guest Speaker 4</b>
14	4/23 Mon	<b>Ableism</b> ◆ Presentation: Immigrant History ◆ Social Construct of Disability ◆ Institutional Ableism	Readings 96 & 99: Struggle for freedom & The social construct of disability	
	4/25 Wed	<b>Ableism</b> ◆ Presentation: Immigrant History ◆ Ableism and Controversial Social Issues	Readings 106 & 110: As much love as you can muster & Towards ending ableism in education	Blog Entry 10 due by Friday, 4/27
15	4/30 Mon	<b>Ableism</b> ◆ Presentation: Immigrant History ◆ Accessible, Inclusive Society		
	5/2 Wed	<b>Guest Speaker 5</b>		
16	5/7 Mon	Wrap Up		<b>Response to Guest Speaker 5 due by Wed 5/9</b>

## ASSIGNMENTS

The three assignments that form part of the assessment for the course objectives are described in detail below. Please read carefully the assessment criteria for each of the assignments to help you plan the assignment. Since these assignments are staggered throughout the course, please be vary of the deadlines for the assignments.

### Assignment # 1 – Mini-Lesson: History of Immigrants

#### Introducing An Immigrant Group (20 Points)

You will take on the hat of a researcher and a teacher for this mini-lesson assignment by choosing to either work alone or with a partner for this assignment. You will research on an immigrant/ refugee group and present the history of the group's immigration into the United States.

The presentation should include the waves of such migration into US and should further include: the reason for migration, the mode of transportation, and the difficulties faced by the immigrant groups after having arrived to the United States. Additionally, you may want to consider the following questions: Where are they predominantly located in the United States? What can you say about their demographics? How have they adapted to American Culture keeping their traditions and religious values intact? How do "others" perceive them? You are also welcome to add other details that you think are significant for your chosen immigrant/ refugee group.

You may present your mini-lesson using visual aids in the form of a poster, PowerPoint, movie, or other creative media to enhance your presentation. A total of 20 points can be gained in this assignment. Please follow the assessment criteria to ensure that all requirements for this assignment are met. Time is of essence, as you will be allotted 10 minutes to present your mini-lesson.

#### Assessment Criteria

An individual or a pair who completes this assignment in an exemplary fashion would include or demonstrate the following:

- ◆ **Organization** **...(4 points)**
  - The presentation is well organized. The listener has no difficulty understanding the sequence and relationships among the ideas presented.
  - Introduction presents the overall topic and draws the audience into the presentation
  - Follows logical progression of ideas and supporting information
  - Adheres to the time limit
  - All sources of information are clearly identified and credited

◆ **Content Knowledge** **...(8 points)**

- Information regarding the immigrant group is accurate, current, and comes mainly from primary sources\*
- Reason for immigration into the US
- Major waves of immigrant group
- Demographics of the immigrant group
- Adaptation(s) to the American culture
- Other interesting information

*\*Primary sources can include original letters and diaries, personal observations, interviews, first-hand accounts, newspaper articles, magazine articles, journal articles, Web pages, audio recordings, video productions and photography*

◆ **Visual Display** **...(4 points)**

- The fonts are easy-to-read and point size varies appropriately for headings and text. Use of italics, bold, and indentations enhances readability. Text is appropriate in length for the target audience and to the point. The background and colors enhance the readability of text.
- Includes visuals that are meaningful and appropriate.
- The layout is visually pleasing and contributes to the overall message with appropriate use of headings, subheadings and white space.
- The text is written with no errors in grammar, capitalization, punctuation, and spelling.

◆ **Delivery** **...(4 points)**

- The speaker delivers the message in a confident, poised, enthusiastic fashion. The volume and rate varies to add emphasis and interest.
- Student maintains eye contact with audience, seldom returning to notes.
- Student uses a clear voice and correct, precise pronunciation of terms so that all audience members can hear presentation.

## Assignment # 1 – Mini Lesson: History of Immigrant Groups

	Country of Origin	Presenter(s)	Date of presentation
1	Guatemala		2/6
2	Mexico		2/8
3	China		2/13
4	Vietnam		2/15
5	Cambodia		2/22
6	Laos		2/27
7	Bosnia		3/5
8	Philippines		3/19
9	Cuba		3/21
10	Thailand		3/26
11	Korea		4/2
12	El Salvador		4/4
13	Ecuador		4/9
14	Sudan		4/11
15	Haiti		4/23
16	India		4/25
17	Slovakia		4/30
18	Russia		3/5
19	Argentina		3/19



**Netiquettes**, or net etiquettes are simply rules for behaving properly online. When you are in cyberspace culture, sometimes you may say things that offend others or you may misunderstand what others say. So...

- 1) Remember the human: Do unto others as you'd have others do unto you.
- 2) The use of **CAPITALS** is the equivalent of shouting online.
- 3) Keep the **same standards of behavior** online that you follow in real life (**be ethical** and breaking the law is bad Netiquette).
- 4) Do not reveal identity of others.
- 5) Show respect for other people's opinions.
- 6) Agree to disagree rationally, amicably. Attack the person's opinion, not attack the person.
- 7) Use **proper** spelling, grammar & punctuation.

### Assignment # 3 – Response to Guest Speakers

#### **Guest Speaker Responses (25 points)**

*{Five reflections worth 5 points each}*

#### Learning Objectives

- ◆ To be able to identify **key features** of the speaker's lecture and write reflectively as to how these features compliment or contradict your understanding or beliefs about the topic delivered by the speaker using literature readings to support your position (3 points)
- ◆ To be able to identify the strengths in the speaker's presentation, and reflect on how this had influenced your views (1 point)
- ◆ To be able to discuss effectively what you have learned from the speaker (1 point)

We will have 5 guest lecturers who will address different topics that come under diversity issues pertaining to our society. You need to write a reflection paper for each speaker. The paper should be **no less than 500 words** and **no more than 750 words**. The papers should be typed using Times New Roman, font size 12, and double-spaced. The papers should carry the speaker's name and topic. You are not to summarize the entire talk, but instead should present your reaction, feelings, and analysis of your experience.

Your paper will be assessed on how closely you have met the three learning objectives. In addition, your paper should make sense to the reader. Points will be deducted if grammar, punctuation, and spellings are ignored.

**The response paper for a guest speaker must be submitted electronically to the blackboard.** (You will have a week's time to turn in your responses after listening to each speaker. For example, your response to Guest Speaker 1 is due before class on Feb. 6<sup>th</sup>, a week after the lecture on Jan. 30<sup>th</sup>. After that you will lose one point for every day/ part of the day late.)

## Class Participation (15 points)

### *Grading Criteria*

- ◆ Contributes regularly to discussions, and allows others their turns to share their comments as well.
- ◆ Contributions are related to the topic and some support is provided, at least in general ways, to make connections between the topic and the students' comments.
- ◆ Asks questions of instructors and peers which demonstrates that s/he is thinking about what s/he is doing.
- ◆ In whole class sessions: adds insights to the class discussion which are based on readings and learning from previous sessions and other courses, not just anecdotal or 'gut' reactions.
- ◆ Listens to others with respect and may comment on their points.
- ◆ Works with enthusiasm throughout the class time.
- ◆ Cooperates well with peers.

## Attendance and Professionalism (10 points)

### *Grading Criteria*

- ◆ All classes attended – medical and other appointments are not made during class time.
- ◆ The student takes the responsibility to contact the instructor about work missed before the next session.
- ◆ The student is **never** late.
- ◆ The student is always prepared for class.
- ◆ The student takes advantage of office hours and emails when help is needed.
- ◆ Assignments are handed in complete and on time.
- ◆ The student has read the assigned readings.
- ◆ All assignments are typed, spell-checked, and edited (unless otherwise directed).
- ◆ Student is courteous and respectful to others.

**Emailing Assignments:** When dropping assignments into blackboard or sending an email attachment of your assignment, please use MS word and name the assignment in the following format:

YourLastName\_AssignmentTitle\_Semester

Example: Smith\_GuestSpeaker2Reflection\_Sp12