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TEACHING DIVERSE POPULATIONS
Wednesdays 4:00 – 7:00 pm
SPRING 2012 SYLLABUS
January 23rd - May 7th, 2012

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UNIVERSITY OF MASSACHUSETTS LOWEEL
GRADUATE SCHOOL OF EDUCATION

The mission of the University of Massachusetts Lowell is to promote and sustain regional economic development. The Graduate School of Education (GSE) contributes to this mission by developing professionals who help transform the region through leadership roles in education. The GSE's commitment to "Education for Transformation" produces graduates who:

- demonstrate excellent knowledge, judgment and skills in their professional fields;
- promote equity of educational opportunity for all learners;
- collaborate with other educators, parents and community representatives to support educational excellence;
- use inquiry and research to address educational challenges

The fundamental tenets of the School are excellence, equity, collaboration and inquiry. As students of the Graduate School of Education, you are expected to embody these tenets into the quality of your work, demeanor, and disposition.

COURSE DESCRIPTION & PURPOSE

The purpose of Teaching Diverse Populations is to expose educators to the variety of issues associated with teaching a diverse student population. Through critical examinations of race, ethnicity, class, gender, ability and sexual orientation, educators will begin to grapple with the complexities that students bring into the classroom. This course will highlight strategies to foster academic success for at-risk students in schools.

Teaching Diverse Populations is guided by four essential questions:

1. What does diversity mean?
2. What are our assumptions, biases, and prejudices that may contribute to

- educational inequity for the students we teach?
3. What responsibility do educators have in ensuring that all students succeed?
 4. What are essential skills or strategies necessary to foster academic success for at-risk students?

The course will utilize service learning, group discussions, multi-media presentations, guest speakers, videos and reflection as mechanisms for helping educators integrate theory with practice.

COURSE OBJECTIVES:

As students in this course, you will be expected to:

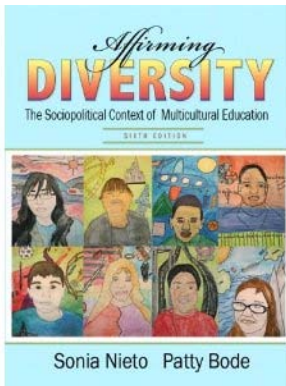
- Explore and analyze current theories and practices of educating children at risk of educational failure.
- Examine and challenge your assumptions about diverse groups (including groups you belong to).
- Increase your awareness of diversity, strengths and contributions of diverse populations, and the importance of multiple perspectives through participation in a service learning project.
- Demonstrate knowledge about dominated groups, their histories, and the influence of historical factors on their current status.
- Define major challenges faced by oppressed groups and critique current educational programs or strategies to effectively address them.
- Conduct research and design lesson plans to address a particular challenge in educating children at risk of educational failure.

COURSE REQUIREMENTS

Students will meet the course objectives through class participation, journaling, field experiences, and research. You will be graded as follows:

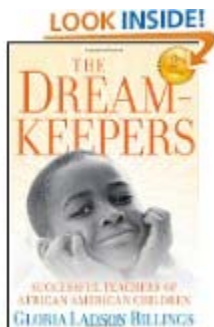
- Class Participation 40%
- Journaling 20%
- Field Experience 20%
- Team Action Plan 20%

REQUIRED TEXT



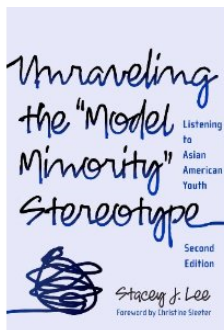
1. Affirming Diversity: The sociopolitical context of multicultural education 6th edition by Sonia Nieto & Patty Bode, Pearson Education

ISBN-10: 013136734X
ISBN-13: 978-0131367340



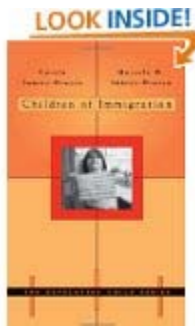
2. The Dreamkeepers: Successful teachers of African American children by Gloria Ladson-Billings, 1994, 2nd edition, Jossey-Bass Inc.

ISBN-10: 0470408154
ISBN-13: 978-0470408155



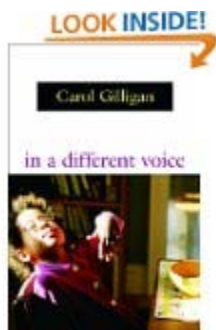
3. Unraveling the "model minority" stereotype: Listening to Asian American Youth by Stacey J. Lee, 1996, 2nd edition, Teachers College Press

ISBN-10: 0807749737
ISBN-13: 978-0807749739



4. Children of immigration by Carola and Marcelo Suarez-Orozco, 2001, Harvard University Press

ISBN-10: 0674008383
ISBN-13: 978-0674008380



5. **In a different voice: psychological theory and women's development** by Carol Gilligan, 1993, Harvard University Press

ISBN-10: 0674445449
ISBN-13: 978-0674445444

COURSE POLICIES

Attendance and Participation (20%)

Students are expected to attend ALL classes for the specified time and participate fully in all discussions and activities. In the event that any student must miss a class or part of a class, s/he should notify the instructor in advance by email and make agreements for any missed work. Up to 5 points may be deducted from a student's final course point total for poor attendance, tardiness, or any unexcused absence.

Professional behavior (i.e., manner, speech, and treatment of others) is expected at all times. Ground rules will be established by the class together in the first session.

REQUIRED ASSIGNMENTS

Journaling (20%)

Each student is responsible for writing weekly journal entries that respond to course readings, classroom activities, and other learning experiences related to the class. Students should view the text as a starting point of conversation and reflective practice. Students can make connections to the text by asking themselves:

1. How is the text that I am reading connected to what I experienced personally as a student (i.e. in K-12 system and/or college)?
2. How is the text related to my work as an educator?
3. Are my experiences similar or different from what I have read?
4. Does the text remind me of any other literature that I have read in the past?
5. Is the information challenging or reaffirming my background knowledge?
6. How is the topic that we are reading and discussing in class connected to the larger community (e.g., in my hometown, U. S. or global community)?
7. What questions does the text provoke?

Journal entries should not just be a summation of what the text already has stated but an engagement of intellectual exploration. Questions, reflections, and/or points of departure are encouraged. Reflective practice is an integral part of the profession of teaching. Journals will be shared with the instructor and classmate through blogs. More details will be provided in class.

Field Experience (20%)

Field experiences offer students the opportunity to test theoretical perspectives and apply what they are learning to real life situations. Each participant must complete two field experiences, approximately 3 hours in each setting. The field experience must consist of an observation of a school setting and a minority and/or a family-community experience. You must receive permission from the gatekeeper (principal, superintendent, executive director, etc.). By selecting at least one major equity issue, you will observe, take field notes, and prepare an observation analysis of approximately 5 typed pages (APA-style). You are encouraged to follow up the observation with an interview with someone who can answer any questions that may have been raised during the observation. Your field experiences and the field experiences of others within the class may help you to decide on the topic for your case study and action plan.

Choose either a 1) Minority Experience or 2) Family/Community-based Organization Observation

Minority experience. Participants must choose an experience that places them in a minority position for a minimum of three hours. Participants must record their reactions of being in the minority and the varying levels of comfort/discomfort experienced. At no time should participants feel they are in danger during this experience. This 5-page paper (maximum) should include the following:

- Brief description of the setting and the reasons for choosing this particular setting,
- Description and analysis of experiences/feelings/awareness of difference that occurred during the experience,
- Analysis of the observation in relation to course materials and other literature you have read, and
- Discussion of changes in your understanding of the implications of “being a minority.”

Family-Community Observation. This observation allows participants to experience the important influence of families or community-based organizations on student’s educational lives. Participants should spend at least 3 hours with a family who has school children or any community-based organizations that serve parents of school children or youth. Participants should record the interactions between family members and/or program staff with children or parents, particularly noting their attitudes towards education and perceptions of schools. This 5-page paper (maximum) should include the following:

- Brief description of the setting and the reasons for choosing this particular setting,
- Description and analysis of experiences compared to your own family and/or community involvement,
- Analysis of the observation in relation to course materials and other literature you have read, and
- Discussion of changes in your understanding of family and/or community involvement/engagement

Observation of a School Setting

Participants must observe a school setting for a minimum of three hours using the observation protocol provided. Participants should select an equity issue and observe as much as they can about the school setting based upon this issue. This 5-page paper (maximum) should include the following:

- Brief description of the setting and the reasons for choosing this particular setting,
- Analysis of the observation in relation to course materials and other literature you have read, and
- Critique of findings and comments on whether you, as an educator, would initiate any changes in this setting

By February 9th, you need to submit a tentative plan for these assignments detailing the diversity issue you plan to observe, the site of your observation(s), and if applicable a copy of the letter/memo/email that gives you access to the site. This plan consists of only two or three sentences to explain who, what, when, and where.

Service -Learning Project (40%)

This assignment is designed to encourage collaborative problem-solving skills. Students are required to write a lesson for the College and Career Readiness Project and provide a group presentation of the lesson to the class. In groups of 2- 4, students will identify a current problem/issue that impacts students at-risk of educational failure in public schools. Students are expected to integrate the theories, concepts, and programmatic strategies highlighted in the class. **Proposal topics and outlines are due to instructor by March 9th.** Description and evidence of individual contribution to the Service Learning Project must be submitted on a separate paper. Group presentations are 10 – 15 minutes and occurs on the last day of class(es).

The 10-page Service Learning Lesson Plan consists of:

- Description of the issue, problem or challenge faced by students at-risk of educational failure,
- A brief literature review detailing how other scholars have studied your chosen topic as well as a critique of their findings and methodology,
- Demonstration of how the issue affects children and families,
- Creation of a lesson plan that includes actions and new strategies to address this issue, and
- Identification of resources available to help teachers, families, and schools address this topic.

Note: Title page, abstract, and reference list are required but not counted as part of the 20-page limit.

Group presentations should include:

- Engaging presentation styles—multimedia tools (e.g., visual aids, powerpoint presentations, music, videos, etc.) and/or artistic demonstrations (e.g., poetry reading, role-play) are encouraged.
- Critical discussion with classmates on issue
- Sample of a mini-lesson

Each team member will submit a one-page summary of his/her individual contribution to the Service Learning Project and group presentation as well as an assessment of the contribution of all other team members.

PAPER REQUIREMENTS

All papers must be typed in Microsoft Word and submitted electronically and in hard copy. Proper grammar and language usage is expected. American Psychological Association (APA) style notation for all references and citations. See www.apa.org for latest edition. Naming conventions should be used for all papers and are as follows: Due date, Last Name of Student, Name of Assignment i.e., 2-9-12 Uy Minority Experience Plan

GRADING

1. All PARTS of assignments must be submitted in order to pass the course. Even if assignments are late, they must be submitted otherwise the student will receive a grade F for the course. Final examination cannot be late – it will not be graded if it is not submitted on time and you will fail the course – this is the same regulation that is used in the comprehensive examinations.
2. Incomplete grades will not be given except in the case of illness supported by a doctor's note or other emergency supported by written evidence. If a student is unable to keep up with the work because of outside commitments s/he should consider withdrawing from the course by the specified WITHDRAW date.
3. If any assignment is late, there will be a 1 point reduction/day late (or part of day). Once an assignment is 10 days late, it will not be graded. It must still be submitted to avoid an F.
4. If a student misses a class, s/he is still responsible for getting the assignment in on time and **email may be used in this case.**
5. All submitted work should be typed and spell checked. APA 6th edition referencing style should be used.
6. If the instructor knows that she can extend an assignment due date, she will ensure that all students are told, otherwise the dates and times on this syllabus stand.

COURSE GRADING SYSTEM

The overall grading system for the course is based on the system below. Please note that the UMass system uses the A+ to B system for graduate standard work.

<i>Grade</i>	<i>GPA</i>	<i>GSE Point</i>	<i>Comment</i>
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		<i>Structure</i>	
A+	4.0	99-100	Work of the highest professional standard demonstrating independent and exemplary performance
A	4.0	96-98	Excellent work demonstrating independent and high quality performance.
A-	3.7	91-95	Very good work, indicating consistent and careful thought and attention to the task, but requiring some areas of improvement.
B+	3.3	86-90	Good work, carefully executed for the most part, yet requiring several areas of improvement.
B	3.0	80-85	Work of graduate standard, but omissions exist or careful analysis is not evident.
Below Graduate Standard			
B-	2.7	76-79	Effort is evident, but work indicates lack of understanding of the demands of the task
C+	2.3	70-75	Poor quality work with little attention to detail and the demands of the task.
C	2.0	65-69	Work of very poor quality, indicating no understanding of the depth of analysis required.
F	0.0	Below 65	Serious neglect or evidence of cheating.

For your information the GRADUATE SCHOOL POLICIES can be found at:
http://www.uml.edu/grad/catalog/graduate_school_catalog2005WEB.htm#_GENERAL_REGULATIONS_1

DEFINITIONS OF ACADEMIC DISHONESTY AND PROHIBITED ACADEMIC PRACTICE AND BEHAVIOR

The following definitions are provided for the information of all students and constitute official notice of prohibited academic practice and behavior.

Cheating is defined as:

1. Misrepresenting academic work which has been done by another as one's own efforts - whether such misrepresentation has been accomplished with or without the permission of the other individual;
2. Utilization of prohibited assistance (whether in the nature of a person or a resource) in the performance of assignments and examinations;
3. Copying of another person's work or the giving or receiving of information or answers by any means of communication during an examination;
4. Utilization of the services of a commercial term paper company;
5. The unauthorized or fraudulent acquisition and or use of another's academic property.

Plagiarism is defined as:

1. Direct quotation or word-for-word copying of all or part of the work of another without identification or acknowledgment of the quoted work;
2. Extensive use of acknowledged quotation from the work of others which is joined together by a few words or lines of one's own text;
3. An unacknowledged abbreviated restatement of someone else's analysis or conclusion, however skillfully paraphrased.

Non-Academic Misconduct

Improper conduct or behavior of graduate students is subject to the University of Massachusetts Lowell Student Conduct Code and Judicial Process. Copies of this document may be obtained from the Dean of Students Office, Cumnock Hall.

Accommodations

This course adheres to the University's policy to provide reasonable accommodations for persons with disabilities and for religious reasons.

<http://www.uml.edu/equal/Accommodations/accomodations.html>

Specific information for students can be found at <http://www.uml.edu/student-services/disability/Services.html>

COURSE SCHEDULE:

This syllabus serves as a guide. Changes may be made to accommodate the needs of the students as the course evolves.

DATE	TOPIC	ASSIGNMENTS FOR NEXT CLASS
1-25-12	1. Introduction to Instructor, Classmates, & Syllabus Topics: Who are the students we teach? What is diversity? Who defines it?	Required reading: 1. Omni, M. & Winnat, H. (2002). <i>Racial Formation</i> 2. McIntosh, P. (1988) “White privilege: Unpacking the invisible knapsack” 3. Affirming Diversity Chapter 1 <i>Defining Terminology</i> (p. 9-18) Recommended reading: ➤ Affirming Diversity Chapter 5 <i>Culture, Identity, and Learning</i>
2-1-12	2. Changing demographics of students along the lines of race & ethnicity	Required reading: 1. Suarez-Orozco, M. & Suarez-Orozco, C. (2001) <i>Children of immigration</i> Recommended reading: ➤ Hollins, E. R. (1999). <i>Relating ethnic and racial identity development to teaching</i>

		➤ Gay, G. (1999). <i>Ethnic identity development and multicultural education</i>
2-8-12	3.Children of immigrants: Nativity, generational status, debate & schooling	Required reading: 1. Lee’s <i>Unraveling the “model minority” stereotype</i> 2. Affirming Diversity <i>Chapter 7: Linguistic diversity in U.S. classrooms</i> (p. 228 - 262) Recommended reading: ➤ Bowen, E. Fitts, S., Quirk, M. & Jung, W. (2010). <i>Effective strategies for developing academic English: Professional development and teacher practices</i>
2-22-12	4. Web-enhanced week	Required reading: 1. Gilligan, C. (1993). <i>In a different voice</i> Minority experience or family/community observation
2-29-12	5. Language issues: Why can’t they all speak English?	Required reading: 1. Kimmel, M. S. (1994). <i>Masculinity as homophobia: Fear, shame, and silence in the construction of gender identity</i> 2. Waters, M. C. (1996). <i>The intersection of gender, race, and ethnicity in identity development of Caribbean American teens</i>
3-7-12 Minority experience paper due	6. Gender & its affects on achievement and motivation	Required reading: 1. Anderson, D. (2005). <i>Lesbian and gay adolescents: Social and developmental considerations.</i> 2. Fine, M. & McClelland, S. (2006). <i>Sexuality education and desire: Still missing after all these years</i>
3-14-12	UML Spring Break No class	School-based observations
3-21-12 Service Learning Project proposal and outline due	7. Sexuality & Sexual Orientation: Why does it matter? What do you say when a student says—“That’s so gay”? Guest Speaker	Required reading: 1. Hehir, T. (2005). <i>Eliminating ableism in education</i> 2. Gardner, H (1985). <i>What is an intelligence?</i> 3. Cohen, J. (1999). <i>Educating minds and hearts: Social emotional learning dialogue and psychoanalytic perspective</i>

3-28-12	8. Abilities and Disabilities: What type of learner are you?	<p>Required reading:</p> <ol style="list-style-type: none"> 1. Valenzuela, A. (1999) Chapter 3: <i>Teacher student relations and the politics of caring.</i> 2. Rolon-Dow, R. (2005). <i>Critical care: A color(full) analysis of care narratives in the schooling experiences of Puerto Rican girls.</i> 3. Dance, L.J. (2002). <i>On being “hardcore,” “a hardcore wannabe,” or “hardcore enough.”</i> <p>Recommended reading:</p> <ol style="list-style-type: none"> 4. Affirming Diversity Chapter 7: <i>Understanding student learning and school achievement</i>
4-4-12 School-based observation paper due	9. Politics of caring: Emotional & social learning Guest speaker	<p>Required reading:</p> <ol style="list-style-type: none"> 1. Affirming Diversity Chapter 4 <i>Structural and organization issues in school</i> 2. Affirming Diversity Chapter 10 <i>Adapting curriculum for multicultural classrooms</i>
4-11-12	10. Structural and organizational issues of schooling & Designing Your Classroom: What is multicultural education	<p>Required reading:</p> <ol style="list-style-type: none"> 1. Ladson-Billings, G. (1994). <i>The Dreamkeepers</i>
4-18-12	11. How do we bridge the achievement gap?	<p>Required reading:</p> <ol style="list-style-type: none"> 1. Warren, M., Hong, S., Rubin, C.L., & Uy, P. S. (2009) “<i>Beyond the Bake Sale</i>” 2. Collignon, F.F., Men, M., & Tan, S. (2001). “<i>Finding ways in</i>” 3. Auerbach, S. (2007). <i>From moral supporters to struggling advocates</i>
4-25-12	12. Engaging parents, community members and community-based organizations in schools	<p>Required reading:</p> <ol style="list-style-type: none"> 1. Affirming Diversity Chapter 11 <i>Implications for teachers, schools, and families</i> (p. 407 – 436)
5-2-12 Service Learning Project Lesson due	13. Group Presentations	
5-9-12 Reserved if needed	14. Group Presentations	Have a great summer!!!

Course Packet Articles –

- Anderson, D. (2005). Lesbian and gay adolescents: Social and developmental considerations. In E. R. Brown & K. J. Saltman (Eds.). *The Critical Middle School Reader*. New York: Routledge, 338-344.
- Auerbach, S. (2007). From moral supporters to struggling advocates: Reconceptualizing parent roles in education through the experiences of working-class families of color. *Urban Education*, 42(3), 250-283.
- Bowen, E., Fitts, S., Quirk, M. & Jung, W. (2010). Effective strategies for developing academic English: Professional development and teacher practices. *Bilingual Research Journal*, 33, 95 – 110.
- Collignon, F. F., Men, M., & Tan, S. (2001). Finding ways in: Community-based perspectives on Southeast Asian family involvement with schools in a New England state. *Journal of Education for Students Placed At Risk*, 6(1 &2), 27-44.
- Dance, L.J. (2002). On being “hardcore,” “a hardcore wannabe,” or “hardcore enough.” In *Tough Fronts: The impact of street culture on schooling*. New York: RoutledgeFalmer, 51-70.
- Gardner, H (1985). What is an intelligence? In *Frames of Mind: Theory of Multiple Intelligences*. New York: Basic Books, 59 – 72.
- Gay, G. (1999). Ethnic identity development and multicultural education. In R. H. Sheets and E. R. Hollins (Eds.), *Racial and ethnic identity in school practices: Aspects of human development*. Mahwah, N.J., L Erlbaum Associates, 195 - 211.
- Fine, M. & McClelland, S. (2006). Sexuality Education and Desire: Still Missing after All These Years. *Harvard Educational Review*. 76 (3) 297-338.
- Hehir, T. (2005). Eliminating Ableism in Education. In L.I. Katzman, A. G. Gandhi, W. S. Harbour, J.D. LaRock *Special Education for a New Century*. Cambridge, MA; Harvard Educational Review, 11-38.
- Hollins, E. R. (1999). Relating ethnic and racial identity development to teaching. In R. H. Sheets and E. R. Hollins (Eds.), *Racial and ethnic identity in school practices: Aspects of human development*. Mahwah, N.J., L Erlbaum Associates, 183-193.
- Kimmel, M. S. (1994). Masculinity as homophobia: Fear, shame, and silence in the construction of gender identity. In H. Brod & M. Kaufman *Theorizing Masculinities* Thousand Oaks, CA: Sage Publications, 119-141.

McIntosh, P. (1988). "White Privilege: Unpacking the Invisible Knapsack." In Working Paper #189, *White Privilege and Male Privilege: A Personal Account of Coming To See Correspondence Through Work in Women's Studies*. Wellesley College Center for Research on Women, Wellesley, MA.

Marans, S. & Cohen, J. (1999). Social emotional learning: A psychoanalytically informed perspective. In J. Cohen (Ed.) *Educating minds and hearts: Social emotional learning and the passage into adolescence*. New York: Teachers College Press, 112 - 125.

Omni, M. & Winant, H. (2002). Racial formation. In P. Essed & D. T. Goldberg *Race Critical Theories*. Malden, MA: Blackwell Publishers, 123-145.

Rolon-Dow, R. (2005). Critical Care: A Color(full) Analysis of Care Narratives in the Schooling Experiences of Puerto Rican Girls. *American Educational Research Journal*, 42, pp. 77-111.

Valenzuela, A. (1999) Teacher student relations and the politics of caring. In *Subtractive Schooling: U.S.-Mexican youth and the politics of caring*. Albany: State University of New York Press, 61-113.

Warren, M. Hong, S. Rubin, C.L., & Uy, P.S. (2009). Beyond the bake sale: A community-based relational approach to parent engagement in schools. *Teachers College Record*, 111(9), 2209 – 2254.

Waters, M. C. (1996). The intersection of gender, race, and ethnicity in identity development of Caribbean American teens. In B. J. R. Leadbeater & N. Way (Eds.), *Urban Girls Resisting stereotypes, creating identities*. New York: New York University Press, 65-84.

Further Recommended Readings:

Chung, Y. B., & Katayama, M. (1998). Ethnic and sexual identity development of Asian-American lesbian and gay adolescents. *Professional School Counseling*, 1(3), 21-25.

Dance, L. J. (2002). *Tough fronts: The impact of street culture on schooling*. New York: RoutledgeFalmer. (pp. 33-84).

Howard, G. R. (1999). *We can't teach what we don't know: White teachers, multiracial schools*. New York: Teachers College Press.

Kohl, H. R. (1991). *I won't learn from you: The role of assent in learning*. Minneapolis, MN.: Milkweed Editions. (pp. 1-32).

Lew, J. (2006). *Asian Americans in class: Charting the achievement gap among Korean American youth*. New York: Teachers College Press.

Louie, V. (2004). *Compelled to excel: Immigration, education, and opportunity among Chinese Americans*. Stanford: CA: Stanford University Press.

Pascoe, C. J. (2007) *Dude you're a fag: Masculinity and sexuality in high school*. Berkeley, CA: University of California Press.

Weis, L, & Fine, M. (Eds.), (2000). *Construction sites: Excavating race, class, and gender among urban youth*. New York: Teachers College Press.

Download and Explore:

- Advocate.com (2008). *An Invisible War*. Los Angeles, CA: The Advocate.
http://www.advocate.com/print_article_ektid52656.asp
- *Beyond the Binary: A Tool Kit for Gender Identity Activism in Schools* available at <http://www.gsanetwork.org/BeyondtheBinary/btbonline.pdf>
- GLSEN website at <http://www.glsen.org>, particularly their Educators' Resources page.
- Cho, S., Laub, C., and Wall, S., Daley, C., Joslin, C. (2006). *Beyond the Binary: A Tool Kit for Gender Identity Activism in Schools* available at <http://www.gsanetwork.org/BeyondtheBinary/btbonline.pdf>
- Wilchins, R. & Taylor, T. (2006). *50 Under 30: Masculinity and the War on America's Youth*. Washington, D.C.: Gender Public Advocacy Coalition.
<http://www.gpac.org/50under30/50u30.pdf>