



Nia, oya g t-taccui am hab e-ju.
(See, our dream fulfilled.)

Syllabus: EDU 201 – Diversity in Education

Course Information	
Course Prefix/Number: EDU 201	Class Days: Wednesdays
Course Title: Diversity in Education	Class Meeting Times: 4:00 to 6:30pm
Credit Hours: 3	Class Meeting Room: Main, GSK- 1
Semester: Fall, 2019	First Day of Class: August 21
Campus: S-cuk Du'ag Maşcamakuđ	Final Day of Class: December 11, 2019

Instructor Contact Information	
Name: Duff (Duffy) Galda	Office Hours: Tuesday, Wednesday, Thursday 1:30 - 3:15
Office Phone & Voice Mail: 520-383-1085	Office Location: Ha-Maş Kamdam Ha-Ki, Room 121
Cell Phone: 520-609-1877	Instructor Appointments: The instructor is available to meet with you by appointment.
E-mail: dgalda@tocc.edu	

Course Description
Examination of diversity that encompasses age, class, gender, race, disability, sexual orientation, and culture. Includes the effects of diversity on the K-12 classroom; demographic changes, multicultural philosophies, and diverse perspectives; and approaches for helping students communicate. Also includes analysis of prejudice, single-group studies, multicultural education, and human relations and capital. Also includes an exploration of children's academic achievement in light of learning and teaching styles, and a reconstructionist approach to classroom diversity and curriculum planning.
This class requires a minimum of 10-hours of field experience in an elementary classroom. Students must complete the field experience requirement to pass the course.

DISCLAIMER: This syllabus is designed to evolve and change throughout the semester based on class progress and interests. You will be notified of any changes as they occur.

Important Dates	
August 19	Fall Semester Begins Welcome/Blessing, 8:15 a.m. – <i>S-cuk Du'ag Maşcamakuđ</i>
August 19 - 23	Add without Instructor's signature
August 26th to 30th	Add with Instructor's signature
September 2	Labor Day - College Closed
September 3	Drop/Full Refund Deadline
September 27	O'odham Taş - College Closed
September 30- October 4	Fall Holiday for most TOCC students
October 3	45 th Day Census - Watch for 45 th Day Progress Reports
October 4-St. Francis Day	College Closed
November 4	Withdrawal Deadline
November 11	Veteran's Day – College Closed
November 28-December 1	Thanksgiving Weekend – College Closed
December 9th to 13th	Final Exam Week
December 10	EDU 200-1 Final Exam
December 17	Final Grades are Submitted by TOCC Instructors
December 25 – Jan. 1	Winter Break – College Closed

Course Objectives
<p>During this course the student will ...</p> <ol style="list-style-type: none"> 1. Discuss the demographic changes (with respect to race, culture, language, social class, gender, and ability) & their influences on public schools & classroom practices. 2. Identify and discuss the many facets of diversity in the classroom. 3. Identify cultural influences on modes of communication, perception, learning preferences, and world view 4. Identify legal precedents of educational equity and equal educational opportunities 5. Define and analyze differences and similarities between a "deficiency orientation" and "difference orientation" in working with students from diverse backgrounds. 6. Relate children's school achievement to: the development of best practices that are constructivist in their approach; student learning styles; teaching styles; the design of relevant program structures; and parent involvement in the schools. 7. Employ a variety of approaches for helping students communicate with, accept, and get along with people who are different than them. 8. Analyze and explore the development of prejudice and hostility between groups. 9. Describe the history and development of single group studies including, but not restricted to ethnicity, culture, gender, sexual orientation, class, and age. 10. Identify, discuss and critique the theories and five goals of "multicultural education". 11. Define social reconstructionist theory and discuss its potential influence on schools, curriculum, and instruction. 12. Compare and contrast a variety of approaches to diversity in education. 13. Synthesize text information and apply it to course reflections analyzing field experience observations, class activities, and course readings. 14. Describe how culturally responsive teaching promotes student learning 15. Identify, read, and describe multicultural literature that increases cultural awareness and sensitivity.

Student Learning Outcomes (SLOs)

After completion of the course students will be able to...

1. Discuss the demographic changes (with respect to race, culture, language, social class, gender, and ability) in the United States, their influences on public schools and classroom practices, and the resulting tensions within society.
2. Describe, compare, and contrast multicultural education with culture-based education
3. Define and describe the concepts of culture and diversity and identify and discuss the many facets of culture and diversity in the classroom and compare and contrast a variety of approaches to diversity in education
4. Compare concepts of individual and institutional racism, prejudice, ethnocentrism, stereotypes and sociotypes, equity and equality
5. Describe how the concepts of equity and equal educational opportunity have evolved into educational policy

Course Structure

Course Organization

This course is designed around 15 learning modules. One learning module is completed each week of the semester. Progress through the course modules is facilitated through three components; in-class activities, the field work experience, and out-of class readings, activities, and assignments.

In-Class Activities

The class meets once a week for lectures, discussions, and group activities. Students are expected to attend all class meetings and to actively participate in all class activities.

Field Work Experience

In addition to meeting once a week as a whole class, students will also be engaged in a required field work experience in which each student volunteers in a local classroom throughout the semester for a minimum of 10 hours. This opportunity for service learning in the field is an integral part of student development and a requirement of the three state universities for all transfer students majoring in Education.

Out-of-Class Student Preparation

Students are expected to access our [Canvas](#) course site multiple times each week and independently complete required out of class readings, homework activities, and written reflections that are part of each module's requirements. The course text, PowerPoint presentations, supplementary readings, and course assignments can only be accessed through [Canvas](#).

Learning Activities

This course will consist of several different types of learning activities including Lectures (supported by PowerPoint presentations), Readings, Reflective Writing activities (including Field Work Experience Observations, and Reflections), Discussions, In-class Group Work and Activities, Videos and Films, Student Presentations, a Midterm Project, and a Final Examination.

Out-of-Class Cultural Enrichment Experiences

Through the cultural diversity enrichment experiences required in this class, you will be broadening your understanding of the concept of culture, and you will be expanding your inter-cultural experiences. You will choose 2 different opportunities for cross cultural or intra-cultural growth that interest you and fit into your schedule. The success and impact of the Cultural Diversity Enrichment Experiences on your learning depend on the activities you choose to complete, your level of engagement in the activities and your commitment to learning from those activities. Some suggestions for how to engage in Cultural Diversity Enrichment Experiences are:

- Attending or Participating in Ethnic Events (*ethnic* refers to a subgroup of the dominant or *mainstream* population such as *Tucson Meet Yourself*, Himdag Activities, the *Greek Festival*)
- Attending or Participating in Religious Rites/Services for a Religion **other** than Your Own
- Visiting Museums (for example, the Chinese cultural museum in Phoenix)
- Participating in Cultural or Language Immersion Experiences
- Participating in Community Service Activities focused on a Specific Population of People (a subgroup of the dominant or mainstream population)
 - for example, volunteering with Special Olympics, reading to an elderly person, serving food at a food bank

Turn-Around Time

The instructor strives to have assignments, written papers and quizzes graded and returned to the students within one week after the due date. E-mail and phone messages will be returned within two days, Monday through Friday.

Texts and Materials

This class utilizes an open source textbook and open source readings. You will not have to purchase this text. The pdf of the course text is available in Module 1 in our [Canvas](#) course shell.

Seifert, K. & Sutton, R. ***Educational Psychology, 2nd Edition.***

(This book is licensed under a Creative Commons Attribution 3.0 License and is an “Open Source” text.)

Evaluation and Grading & Assignments

90% and above is an A

80 – 89% is a B

70 – 79% is a C

60 – 69% is a D

Under 60% is Failing

Your grade will be determined by the following:		
Grading Calculations		
	Submission of signed Syllabus Acknowledgement Form	5
	Attendance and Participation (20 points per class, must be on time and actively participate in all class activities/discussions)	300
	5-Minute "Finds" (3 finds at 10 points each)	30
	Semester-Long Field Work Experience – Completed Observation Packet (including time log & evaluation for those not employed by a school district)	100
	Field Experience in-class updates - student presentations (3 @ at 10 points)	30
	Cultural Experience 1	20
	Cultural Experience 2	20
	Final Exam or Final Project – Including Diversity Statement	75
Regular Points Possible		600
Extra Credit		
Extra Credit Points	Perfect Attendance	30
	TOCC Himdag Committee Events - 20 points per event (Must attend entire event for credit)	20-60
Extra Credit Points Possible		0-90

Did you know...

College courses are weighted not only by the number of hours you are **in** class each week, but also by the number of hours you are expected to spend **outside** of class each week completing assignments and studying for the course.

For every hour you spend **in** class for a course, you should be spending a minimum of 2 hours completing course readings and assignments **outside** of class.

This is a 3-credit course. You will be spending **3 hours a week in class** and should dedicate a minimum of **6 hours a week out of class** studying for the course. You should schedule a total of 9 hours a week just for this course.

Students who take 12 credits a semester are considered to be "full-time students" because they spend 12 hours a week in class and 24 hours a week outside of class studying for their classes. They are expected to be actively engaged for 36 hours each week with their college courses. It is, essentially, a "full-time" job for these students!

Himdag Cultural Component

The Himdag is the unique worldview of the Tohono O’odham people. Within it, the values and beliefs of the O’odham are deeply embedded and passed from one generation to the next. If the Himdag, which has been taught by O’odham elders to their youth for thousands of years, is to survive and flourish in this ever-changing world, it must be central in the education of O’odham people. In order to ensure that the education of its youth is grounded in the Himdag, the O’odham people have made the education of O’odham teachers, who are prepared to help children learn and live the values and beliefs (T-Wohocudadag) of the Himdag, a priority.

For many years, O’odham people dreamed of establishing a college that would support education on the Nation that would be grounded in the O’odham Himdag. In TOCC, the dream has been realized. As we will learn through our work in this class, as is the case with many Indigenous cultures, education on O’odham land has not been fully grounded in the culture of its people since European contact and colonization. Many people on the Nation wish to change that by ensuring that O’odham are preparing to assume leadership roles in education on the Nation through Teacher Preparation programs at TOCC that will prepare them to return to classrooms on the Nation where they will work with O’odham youth and revitalizing the ancient practice of elders educating young people from within the Himdag.

Through this class, students will work together (I-we:mta) to develop a solid understanding of the nature of culture and what makes their culture (T-Wohocudadag) unique within the tremendous human cultural diversity of the world.

Since the instructor is not O’odham, students will be encouraged and expected to make relevant cultural inferences to the material being presented. This practice will help prepare them to incorporate the Himdag in their own teaching as they develop the skills and knowledge necessary to become classroom teachers and enter their own classrooms.

As the students in the class progress through the course, they will be encouraged to articulate a personal diversity statement that supports their deepest respect (T-Pi:k Elida) of the diverse cultures and ways of being that make up our world as well as their own Tohono O’odham culture and ways of being.



Policies and Expectations

Attendance Policy

Please note, attendance is more than just sitting in class; it involves active participation for the ENTIRE class period. You must arrive to class on time and remain in class until class is dismissed to be counted "present" for the class.

You are expected to arrive to class on time and be prepared to participate in each class period. Four unexcused absences may result in withdrawal and a "W" or "Y" will be recorded. You may request to be excused from class for religious observances and practices, for illness, for school or work-related travel or for personal or family emergency. If you will be absent, please notify the instructor as soon as possible (approved by Faculty Senate April 2014).

- Students are required to be in class and seated prior to the start time.
 - For every 2 tardy arrivals, the student will accrue one unexcused absence
- Students must remain engaged in class until the class is dismissed
 - For every 2 "early exits," the student will accrue one unexcused absence

There are two types of absences, excused and unexcused. However, please keep in mind that an absence IS an absence, regardless of the reason you miss class and you miss valuable learning opportunities when you are absent.

1. Excused Absences

An excused absence is typically an absence that the student schedules in advance with permission from the instructor. The following are the types of absences you **must request IN ADVANCE** for the instructor to excuse:

- religious observances and practices
- a funeral for a close family member (funeral program/death certificate/obituary and/or airline/bus tickets are required as verification by the instructor)
- a college-sanctioned activity as a member of an athletic team for a game, to attend a field trip for another class, or to represent TOCC in some capacity (official TOCC documentation is required as verification by the instructor)
- jury duty (jury duty summons is required as verification by the instructor)
- work-related travel (workplace paperwork documenting the travel dates is required as verification by the instructor)

The following are examples of the types of absences you may request after the fact for the instructor to excuse:

- **Extreme** medical emergencies may also be considered **if, and only if**, valid documentation is provided (a physician's note on professional letterhead, a bill for medical services rendered on the day of the absence, or a emergency room visit/hospital admittance form)
- Personal or family emergencies may also be considered, **if, and only if** valid documentation is provided

2. Unexcused Absences

An unexcused absence is an absence that was not requested in advance and authorized by the course instructor or an absence that was not verified through proper documentation

- Students who miss a class, must send a courtesy e-mail to the instructor on the day of the absence
 - **DO NOT** ask if you have missed “anything important;” the instructor considers EVERYTHING that goes on during class to be important, and she should not be expected to respond with a list or play-by-play report \of important learning experiences and opportunities you have missed
- Students who miss a class are responsible for **contacting a classmate to obtain class notes or any class updates**; the instructor has already disseminated the information *in class* and is NOT responsible for re-delivering it to an absent student
- Students who miss a class are responsible for making up any missing work, activities, or class assignments and turning them by the due date

Incomplete Policy

Incomplete (I) grades are not awarded automatically. The student must request an "I" from the instructor who can choose to award an Incomplete only if all three of the following conditions are met:

1. The student must be in compliance with the attendance policy.
2. There must be an unavoidable circumstance that would prohibit the student from completing the course.
3. The student must have completed over 75% of the course requirements with at least a “C” grade.

Incompletes are not a substitute for incomplete work due to frequent absences or poor academic performance. Incomplete grades that are not made up by the end of the ninth week of the following semester will be automatically changed to an F if the agreed upon work, as stipulated on the written form signed by the instructor and the student when the I grade is awarded, is not completed.

Instructor Withdrawals

Students who have missed four consecutive classes (or the equivalent) not submitted any assignments nor taken any quizzes by the 45th day census report, due on [*date of 45th day found in Academic Calendar on TOCC website*] are assumed NOT to be participating in the class and may be withdrawn at the faculty member’s discretion.

Student Withdrawals

Students may withdraw from class at any time during the first 2/3 of the semester without instructor permission and without incurring any grade penalty. Please be sure to withdraw yourself by [*withdrawal deadline date found in Academic Calendar on TOCC website*] if you do not expect to complete the class, otherwise you may receive an "F" grade.

Special Withdrawal (Y) Grade

The “Y” grade is an administrative withdrawal given at the instructor’s option when no other grade is deemed appropriate. Your instructor must file a form stating the specific rationale for awarding this grade. Y” grades are discouraged since they often affect students negatively. Your instructor will not award a "Y" grade without a strong reason.

Reasonable Disability Accommodations (Americans with Disabilities Act):

TOCC seeks to provide reasonable accommodations for all qualified individuals with disabilities. The College will comply with all applicable federal, state and local laws, regulations, and guidelines with respect to providing reasonable accommodations as required to provide an equal educational opportunity. It is the student's responsibility to make known to the instructor his or her specific needs in order to determine reasonable accommodations. We will work together in order to develop an Accommodation Plan specifically designed to meet the individual student's requirements.

Title IX

Tohono O'odham Community College faculty and all staff are dedicated to creating a safe and supportive campus. Title IX and our school policy prohibit discrimination on the basis of sex- this includes sexual misconduct; harassment, stalking, domestic and dating violence and sexual assault.

Sexual discrimination and sexual violence can undermine students' academic success and quality of life on campus and beyond. We encourage students who have experienced any form of sexual misconduct to talk about their experience and seek the support they need.

Confidential support and academic advocacy can be found with: Student Services

Tentative Course Outline

The following is a tentative week-by-week outline of the course activities. Please be aware that course pacing and student interest might result in altering this outline. Students will be advised in class of any changes to this outline.

	Topic	Activities
Week 1	Diversity in all Its Forms Cultural Reading 1 – <i>Gila</i> Teaching Resources for Teachers: <i>Monsters Meet you at the Airport</i>	Introduction/Course Overview Ice Breaker On-Line: Week 1 Activities
Week 2	Diversity In and Out of the Classroom Individual Diversity Cultural Diversity Diversity in American Culture	5-minute finds Ron Clark Story Cognitive, Economic, Intellectual, Ethnic Diversity On-line: Week 2 Readings/Activities
Week 3	Demographic Changes in American Classrooms Building Classroom Communities Creating a Culture of Inclusion	5-minute finds Ron Clark Story Classroom Communities On-line: Week 3 Readings/Activities <i>A Tale of Two Teachers</i>
Week 4	What is Culture?	5-minute finds On-Line: Week 4 Activities

		<i>Culture Info Session</i> <i>Perspectives for a Diverse America</i>
Week 5	Diversity Under Attack – Social Cruelty Classroom Report-Outs	5-minute finds The In Crowd and Social Cruelty On-line: Week 5 Readings/Activities Classroom Observations Oral Report 1 Due
Week 6	Social Cruelty Cultural Enrichment Experience Report-outs	5-minute finds On-Line: Week 6 Activities Cultural Enrichment Experience #1 Due
Week 7	Bully and the Bully Project Defeating the Culture of Bullying	5-minute finds Prevention at School CDC Data on Minorities How to Prevent Bullying On-Line: Week 7 Activities
Week 8	<i>In the absence of tolerance</i> <i>and affirmation, bullying</i> <i>flourishes...</i> Bully and the Bully Project Cyberbullying What Adults and Parents Can Do to Prevent Bullying	5-minute Finds On-line: Week 8 Activities <i>Bullying Statistics</i> <i>Bullying Myths</i> <i>Bullying Affects ALL Our Kids</i> <i>Raising Empathetic Children</i>
Week 9	Bullying and Oppression Classroom Report-Outs	Classroom Observations Oral Report 2 Due
Week 10	What is Multicultural Education? Multiculturalism in a Multicultural Society The Importance of Multicultural Education	5-minute finds On-line: Week 10 Readings/Activities <i>What is</i> <i>Multicultural Education and Why is it</i> <i>Important?</i> <i>Defining Multicultural Education</i>
Week 11	Why Multicultural Education Failed Minority Populations	5-minute finds Teaching Resources for Teachers On-line: Week 11 Activities
Week 12	Poverty, Race, Ethnicity, Social Class Social Inequity Teaching Resources for Teachers	5-minute finds A Framework for Understanding Poverty On-line: Week 12 Activities Cultural Enrichment Experience #2 Due
Week 13	Gender, Ability, Sexual Orientation, Religion and Diversity Classroom Report-outs	Last week for 5-minute finds Diversity's Impact on Curriculum and Schools On-line: Week 13 Activities Classroom Observations Oral Report 3 Due
Week 14	Becoming a Culturally	On-line: Week 14 Activities

	Responsive Teacher Teaching in the Culture- Based Classroom A Model of Indigenous Curriculum Development	<i>Getting to Know Students</i> <i>Beyond Culturally Responsive Teaching</i> <i>Becoming a Culturally Responsive Teacher</i> <i>Culturally Relevant Pedagogy</i>
Week 15	Indigenous Peoples and Culturally Responsive Teaching and Curriculum supporting tribal sovereignty, self- determination, and well- being	Field Experience Observation Components Due
Week 16	Final Exam/Final Presentations	

Policies and Expectations

Course Policies

- 1) Students are expected to attend each class. arriving on time, except in the case of an excused emergency.
- 2) Students are expected to contact instructor prior to absences, coming late to class or leaving early.
- 3) Unexcused late arrivals or early departures will count against attendance record.
- 4) Class participation and preparation are essential to student success. Students must read textual material, prepare for projects, complete required research as stated on the course schedule.
- 5) Students are expected to come to class prepared for class and having done any preliminary work required as per the course schedule.
- 6) Students are expected to stay in class and work diligently throughout the whole time. Sleeping, frequent/continued exiting from the class during the class period will constitute one (1) absence.
- 7) No cell phone use is allowed during class. Use of cell phones during class, unless permitted by instructor, is a violation of the T-So:son.
- 8) Failure to submit a project results in a grade of zero (0). An F is a better grade!
- 9) No assignments will be accepted after the 15th week of class

Classroom Behavior

THIS IS A COLLEGE COURSE; everyone has the right to engage in the learning process and to be in a safe and non-distracting learning environment. College students are expected to:

- take responsibility for their own learning
- maintain the integrity of the learning environment so that they and their classmates are free to learn with minimal disruption or distraction
- be respectful of their peers and professors, and
- assume responsibility for conducting themselves as mature individuals

As such, in this class:

- Students are expected to conduct themselves in a courteous, respectful, and mature manner at all times
- Students are required to power down and **secure out of sight all** personal electronic devices, **including cell phones** (in a backpack or handbag), during class time unless the instructor expressly gives permission for students to take out, power up, and use the devices (calculator, internet access)
- Behavior viewed as disruptive by the instructor will not be tolerated
 - If a student engages in behavior that the instructor deems as disruptive to the teaching and learning process, she will address the situation immediately by notifying the student that the behavior being exhibited is disruptive to the teaching/learning process or the learning environment or is in violation of the course policies
 - If the student continues to engage in disruptive behavior, the student will be removed from the class for the remainder of the class period, will be subject to disciplinary actions, and may be withdrawn from the course
 - **Note: A lack of engagement with the class activities and materials, accessing and/or using personal electronic devices, making inappropriate comments, using profanity, making threats and verbally posturing, and failing to follow instructor directions are a few examples of behaviors that are deemed disruptive to the learning process**
- Students are expected to participate fully in all active learning activities
- Students are expected to work collaboratively, teach and learn from one another, and to present to the class
 - Students are expected to work collaboratively and collegially in cooperative activities
 - Students are expected to be open and listen to new ideas and perspectives
 - There can be more than one way to get view a situation or interpret a problem. Classmates and the instructor have a lot of insight if you allow yourself to listen and be open
 - Visitors may be allowed at class sessions or on field trips **only with instructor approval**. The visitor's safety and behavior are the responsibly of the student.
 - Possession of drugs, alcohol, or firearms on college property is illegal.
 - Food and beverages are allowed in classrooms at the discretion of instructor.
 - Student behavior is further detailed in the Student Handbook under Student Code of Conduct Violations.

Make-up policy

Missed assessments (quizzes, exams) may be made up within two days of the exam date **only if they are missed due to an excused absence.**

Late assignments that can be made up will be accepted but will be penalized by automatically being docked 25% of the total points possible.

At the instructor's discretion, extra credit opportunities and optional activities may be provided.

Academic Integrity

Violations of scholastic ethics are considered serious offenses by Tohono O'odham Community College, the Student Services Department, and by your instructor. Students may consult the TOCC Student Handbook sections on student code of conduct, on scholastic ethics and on the grade appeal procedure. Copies are available at Tohono O'odham Community College.

All work done for this class must be your own, or the original work of your group. While you may discuss assignments with other class members, the final written project must clearly be original. You may use work from books and other materials if it is properly cited. Copying from a book without proper reference or from a person under any circumstances will result in an "F" for the assignment, and at the instructor's discretion, possibly an "F" for the course. If you are uncertain about proper citations ask your instructor or the librarian.

Course Feedback

A student or the instructor may request a student conference at any time during the semester. Quarterly grade reports will be provided to each student, either in person, by email, or via the electronic system of Canvas.

