
Calumet College



of Saint Joseph

You Belong!
ccsj.edu

Calumet College of St. Joseph is a Catholic institution of higher learning dedicated to the academic, spiritual and ethical development of undergraduate and graduate students. Informed by the values of its founding religious community, the Missionaries of the Precious Blood (C.P.P.S.), the College promotes the inherent dignity of all people, social justice, an ethic of service, student empowerment, opportunity, and lifelong learning.

HUMAN DIVERSITY Fall 2019

Term: Fall 2019
Course Number: Education 391
Instructor: Barbara O'Block, Ed.D.
E-mail: boblock@ccsj.edu
Office Hours: available upon request

Instructor Background: Barbara O'Block serves the educational community as an adjunct professor of education at Calumet College of Saint Joseph. Dr. O'Block most recently served as superintendent of schools for the Diocese of Gary and also served as teacher, elementary principal, central office consultant and associate superintendent of schools in the Archdiocese of Chicago. She holds a Bachelor of Science in Education degree, worked for a degree in Fine Arts with an emphasis in piano performance, earned a Master's degree in Administration and Supervision and a doctorate in Curriculum and Instruction; both advanced degrees were awarded by Loyola University of Chicago.

Course Time: September 16, 2019 – October 3, 2019
8:00 AM – 12:00 PM Monday – Thursday

Course Description: In this course, the teacher candidate will examine the diversity of students (and their families) encountered in the classroom, the school and the community and the relationship of these diversities to a student's self-concept, motivation and learning. Nationality, ethnicity, race and culture are examined, as well as, the influences of economic inequities, religious beliefs, gender and sexual orientation, language, exceptionalities, health and ableness.

Emphasis is placed on preparing the teacher candidate with the knowledge, skills and disposition to offer socially just educational opportunities to all students.

Field experience is required.

Textbook:

Cushner, Kenneth, Averil McClelland and Phillip Safford (2015). *Human Diversity in Education: An Intercultural Approach* (New York: The McGraw-Hill Companies) 8th ed.

Learning Outcomes/Competencies
Students in this course will:

- 1. Recognize social and cultural change**
 - Understand “changes of influence;” globalization, demographics, technology and the changing values among the generations.
 - Define globalization and its effects.
 - Examine the effects of immigration.
 - Examine the growing discrepancy between the rich and the poor and the effects of Poverty on schools and on student learning.
 - Examine generational attitudes about social media.
 - Examine the increasing diversity of family forms.

- 2. Understand culture, learning and the culture-learning process**
 - Examine the impact of the changing demographics of the school-age population.
 - Examine the impact of linguistic diversity among school-age children.
 - Explore the concerns about gender identity/differences in school communities.
 - Investigate the “stages of encounter” i.e., the U-Hypothesis.
 - Examine the concept of “white privilege.”
 - Examine the concept of “color blindness.”

- 3. Discuss Legislative landmarks that were agents of social change.**
 - Be familiar with significant court cases and their adjudication; also the effect of the outcomes on social change and education.

- 4. Understand culturally responsive teaching.**
 - Explore teacher attitudes and other complex perspectives of “multicultural education.”
 - Examine the clash of cultures between teachers and students.
 - Develop an understanding of “deficiency orientation” vs. “difference orientation.”

- 5. Understand and reflect on the effects of diversity, prejudice, stereotyping, discrimination and privilege.**

- 6. Examine gender issues**
 - Explore cultural influences on gender.
 - Discuss how gender roles are stereotyped; also sexism.
 - Examine gender and sexual orientation/identity.

- 7. Examine the increasing diversity of religious ideas and the rise of fundamentalism.**
 - Define religious pluralism and its role in the secular classroom.
 - Examine the role of religion in the classroom.
 - Explore issues re: separation of Church and State.

- 8. Identify the characteristics of a diverse learning environment.**
 - Identify types of diversities in the classroom.
 - Identify the components of the classroom/school environment; discuss the importance, use and impact of each component as it supports student diversity.
 - Identify ways to transmit intercultural understandings and skills to students.

Experiential Learning Opportunities: The student will visit with a classroom teacher and converse with the teacher using an assigned rubric. See the expectations of the visit below.

Learning Strategies: Students who participate in this course will engage in lecture, group discussions, individual assignments, collaborative learning and other instructional methodologies.

Major Assignments:

- **The Cultural Flag:** Designed as a graphic, the “flag” identifies the sources of the student’s personal cultural identity – race, ethnicity, gender, family, religion, etc. The oral presentation allows classmates to understand who each student is as an individual and as a member of a social group. (See Chapter Three (page 79) of the text for additional information).
- **“Contributors” to the Discussion (2):** The presentation explores the personal and professional life of persons (assigned) who have contributed to the discussion of race relations, cultural identity, multi-cultural education, poverty and/or other important issues of diversity a teacher is likely to experience in the classroom. The philosophy or tenets of the contributors are shared and the presentation notes the importance of the contributors’ work to the classroom teacher and students. The oral presentation, supported with Power Point, is conducted within 10 – 15 minute time frame. The presentation is supported by research. A written bibliography of the research is submitted.
- **Court Case(s) 3:** The presentation of a significant legislative action reveals the important rulings dealing with equality in education, freedom of expression, discipline and/or other pertinent issues. The oral presentation, supported with Power Point, is conducted within a 10-15 minute time frame; the last 2-3 minutes are allowed for discussion. The presentation is supported by research. A written bibliography of the research is submitted. (See pages 44-49 of the text)
- **Field Experience/Reflection:** The interview engages a teacher in a conversation regarding the diversity(ies) the teacher encounters in the classroom daily. Using the rubric as the framework for the conversation, note the teacher’s responses. The work is no less than three, full, double-spaced and typed pages.

Requirements/Assessments:

<u>Activity</u>		<u>Total Points</u>
Attendance/Participation		24
Cultural “flag”	Artifact / Presentation	6
Field Experience	Interview /Written Report	30
Court Cases Presentation	Oral Presentation	15
	Written Bibliography	5
“Contributors” Presentation	Oral Presentation	15
	Written Bibliography	5
Total		100

Please Note: All assignments are typed, double-spaced, in appropriate grammar/sentence structure and follow APA rules, i.e., the professional Education and Psychology communities’ standards as delineated in the *Publication Manual of the American Psychological Association*.

The current work is available in the library.

Citation Guidelines: APA guidelines detail the appropriate manner to cite references from a variety of sources, including electronic media.

Assignments: Are submitted on paper; all written work is typed. Problems with technology will not be accepted as an excuse for late work. **All Assignments are due the Friday following the last week of class (unless otherwise noted).**

Grading Scale:

A 100%-92 %	A- 91%-90%	B+ 89%-88%	B 87%-82%	B- 81%-80%
C+ 79%-78%	C 77%-72%	C- 71%-70	D+ 69%-68%	D 67%-62%
D- 61%-60%	F 59% & below%			

InTASC Teaching Standards: The course will address

Standard #1: Learner Development: The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional and physical areas; the teacher designs and implements developmentally appropriate and challenging learning experiences.

Standard #2: Learning Differences: The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.

Standard #3: Learning Environments: The teacher works with others to create environments that support individual and collaborative learning and that encourage positive social interaction, active engagement in learning and self-motivation.

Attendance Policy: Intellectual growth and success in college are reinforced through interaction in the classroom. Students reach personal goals and course outcomes through regular and prompt attendance. The Education Department's accelerated classes are intense and rigorous and demand student presence and participation. Therefore, if a student is absent from a cohort class three times, the student will be academically withdrawn by the instructor on the third day.

Responsibilities:

CCSJ Student Honor Code

This course asks students to reaffirm the CCSJ Student Honor Code:

I, as a student member of the Calumet College academic community, in accordance with the college's mission and in a spirit of mutual respect, pledge to:

- Continuously embrace **honesty and curiosity** in the pursuit of my educational goals;
- Avoid all behaviors that could impede or distract from the academic progress of myself or other members of my **community**;
- Do my own work with **integrity** at all times, in accordance with syllabi, and without giving or receiving inappropriate aid;
- Do my utmost to act with commitment, inside and outside of class, to the goals and **mission** of Calumet College of St. Joseph.

Statement of Plagiarism: If an instructor or other Calumet College of St. Joseph personnel find that a student has plagiarized or been involved in another form of academic dishonesty, the instructor or other personnel may elect to bring the matter up for judicial review. The maximum

penalty for any form of academic dishonesty is dismissal from the College. The procedures for judicial review are listed under the section of CCSJ handbook that addresses student grievances.

PLEASE NOTE: All papers may be electronically checked for plagiarism.

Doing Your Own Work: If you turn in work that is not your own, you will be subject to judicial review by the Faculty-Student Grievance Committee. These procedures can be found in the Student Planner. The maximum penalty for any form of academic dishonesty is dismissal from the College.

Participating in Class: You must be on time, stay for the whole class and speak up in a way that shows you have done the assigned reading. If you are not prepared for class, you may be asked to leave, in which case you will be marked absent.

Using Electronic Devices: Electronic devices can only be used in class for course-related purposes. If you text or access the Internet for other purposes, you may be asked to leave, in which case you will be marked absent.

Sharing Your Class Experience: At the end of the term, you will have the opportunity to evaluate your classroom experience. These confidential surveys are **essential** to the ongoing efforts of the college to ensure that you have a great experience that leaves you well prepared for your future. Take the time to complete your course evaluations – we value your feedback!

Withdrawal from Classes Policy: After the last day established for class changes has passed (see the College calendar in the CCSJ Course Catalog), you may withdraw from a course by following the policy outlined in the Course Catalog.

The Student Success Center: The Center provides faculty tutors at all levels to assist students with mastery of specific subjects and to develop study skills such as time management, test preparation and note taking. Tutoring is open to all students at CCSJ at no charge. The Center may be reached at 219-473-4287 or students may stop by the library.

Disability Services: Disability Services strives to meet the needs of all students by providing academic services in accordance with the *Americans with Disabilities Act* (ADA) guidelines. If you believe that you need a “reasonable accommodation” because of a disability, contact the Disability Services Coordinator at 219-473-4349.

Student Assistance Program: Through a partnership with Crown Counseling, Calumet College of Saint Joseph provides a free *Student Assistance Program* (SAP) to current students. The SAP is a confidential counseling service provided to students for personal and school concerns which may be interfering with academic performance and/or quality of life. The SAP counselor is available on campus twice a week (Wednesday 12:00 - 4:00 pm and Thursday 9:00 am -1:00 pm) and off-site at the Crown Counseling office in Crown Point or Hammond. Kerry is available in Room 301 (third floor). For more information contact Kerry Knowles, MHS, the SAP Counselor, at 219-663-6353 (office) or 219-413-3702 (cell); email: kerryk@crowncounseling.org

CCSJ Alerts: Calumet College of St. Joseph’s emergency communications system will inform you of emergencies, weather-related closings or other incidents via text, email or voice messages. Sign up for this important service annually on the College website at <http://www.ccsj.edu/alerts/index/html>