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Required Texts

TBD

Course/Catalog Description

A study of individual, family, and cultural community diversity, this course is an introduction to education and the role of the schooling in society with an emphasis on educational equity for all students. Field experience in London is required.

Content:

Students will explain concepts such as diversity, stereotype, lifestyles, class, racism, sexism, sensitivity, tolerance, etc.

Students will critically examine minority group contributions to society.

Students will demonstrate an awareness of the cultural experience of ethnic/diverse groups other than his/her own.

Students will understand what is involved in developing wholesome self-identities.

Students will evidence awareness and justification of the need and value of multiculturalism.

Students will distinguish similarities and differences among majority and minority cultures.

Students will recognize communication patterns in self and others that enhances or inhibits the communication process.

Students will synthesize the communication patterns of diverse populations and how they relate to interpersonal relations.

Students will summarize scholarly resources related to diversity.

Students will understand how schools are influenced and developed as a reflection of society while also cultivating and changing that same society.

Students will learn how schools and administrators respond to the expectations of constituents.
Students will gain an understanding of global social issues, such as poverty, inequality in race and gender, and educational discrimination.

Students will compare the historical context/rationale of the public educational system in relation to current international trends.

**Skills:**

Students can respond appropriately to diverse needs

Students can apply concern for diversity in professional and social environments

Students can communicate and work effectively with diverse groups

Students can develop a vision of society that promotes the success of all members, based on relevant knowledge and theories

Students can demonstrate the ability to combine impartiality, sensitivity to diversity, and ethical consideration in interactions with others

Students can develop multicultural awareness, gender sensitivity, and ethnic appreciation in the community

Students can develop responsiveness to diverse sociological, linguistic, cultural, and other factors

Students can serve as an advocate

Students can demonstrate the ability to analyze the complex causes of poverty and other disadvantages and their effects

Students can explain the importance of ethical behavior within a professional context.

Student can explain the desirability of equity in the classroom.

When presented with current issues, students will encourage an analysis of both sides of the issue.

**Assessments**

**Assessment of Core Objectives:**

Core Assessment will be conducted in a research portfolio that requires students to be engaged in the research process, rather than to simply read about it. The student will have an analytical, hands-on, active-learning grasp of various aspects related to the research process. Students will also engage undergraduate-level research projects as part of their portfolio. The following are some of the assignments and research projects that will be included in the research portfolio. The research portfolio will be graded using elements of the AACU Ethical Reasoning, Critical Thinking, Intercultural Knowledge and Competence, Written Communication, Civic Engagement, Social Responsibility, and Oral Communications rubrics.

1. Creating a Cultural Autobiography to explore and interrogate researcher positioning (adapted from materials by Marybeth Peebles, Marietta College):

To better understand researcher positioning, you will create a Cultural Autobiography that explores the sociocultural factors that inform your own positioning.
There are many facets that contribute to our identity. All of us belong to many cultural groups and subgroups, and our identity is based on 1) the relation between us and the dominant group/subgroup, and 2) on the interaction among groups/subgroups.

In your cultural autobiography, you must address many aspects of your identity. It is not enough merely to state, for example, that you are a White, Irish American, English-speaking male etc. or a second-generation Chinese American, multilingual female who was raised in a middle class family etc. You must take each cultural group/subgroup one at a time and explain how your membership in a particular subgroup has helped to create the kind of person you are and is likely to influence the ways in which you perceive the world and those around you. Begin with the cultural group/subgroup that currently has the most impact on your identity and work down to the least influential group/subgroup. This should take some careful thinking.

If you are part of any dominant subgroups, you must address the concept of privilege, particularly White, (upper) middle class, and language privilege.

The cultural autobiography should be an honest expression of who you perceive yourself to be along a cultural continuum. Think carefully about each category and provide enough details to create a vivid portrait of your unique cultural identity. The cultural groups/subgroups below should be used to help you work through your cultural positioning.

Cultural Group/Subgroup

* = immutable ** = the dominant subcultures

A. Class (socioeconomic status)

Underclass – below poverty level, homeless
Working class - lower middle class, blue collar
Middle class – white collar and low-level managerial / administrative **
Upper middle class – professionals, high-level managerial / administrative
Upper class – professionals, top-level managerial / administrative, inherited wealth and social status

B. Race *

Caucasian (Whites) **
African American (Blacks)
American Indian, Eskimo
Asian / Pacific Islander
Hispanic
Other

C. Ethnicity *

Western European **
Central / Eastern European
Asian
African
Latino
Other

D. Gender / sexual orientation *

Male **
Female
Heterosexual **
Homosexual
Bisexual
Transgender

E. Language

Monolingual (English only) **
Bilingual (English as primary language)
ESL (English as a second language)
Multilingual (fluent in more than two languages)

F. Religion

Christianity – Protestantism **
Christianity – Catholicism
Christianity – Other (e.g. Mormon, Jehovah’s Witness, Christian Scientist)
Eastern Orthodox
Judaism
Islam
Buddhism
Hindu
Other

G. Exceptionality *

Non-disabled **
Physically disabled
Mentally challenged
Learning disabled
Gifted / talented

H. Age *

Infancy
Youth
Adolescence
Young adulthood **
Middle age
Aged (elderly)

Geography

Regional (e.g. Midwest, New England, Southwest, etc.)
Location (e.g. urban, suburban, rural)
Environmental (e.g. mountains, desert, coastal)

Link to a great example: http://www.marietta.edu/~peeblesm/452%20Cultural%20autobiography%202.htm
Link to a not-so-great example: http://www.marietta.edu/~peeblesm/452%20Cultural%20auto%201.htm
2. **Critical Thinking Skills – Analyzing and evaluating contradictory materials to enhance Scientific Literacy**

(adapted from materials by Amy Cass, CA State Univ.):

You will obtain and analyze international educational data on a topic of their choice, in alignment with course content objectives, for both the United States and Great Britain. Once data is obtained, you will obtain and analyze two scholarly articles that make causation claims on your topic of choice, in alignment with course content objectives.

To better understand research methods, you will analyze opposing arguments on a topic derived from the course content objectives. You will explore the ways in which they are and are not examples of credible scholarship by answering the guiding questions below for each piece of literature.

1. Identify the author’s/authors’ research question.
2. Identify the hypothesis/es being tested.
3. Document at least three instances where statistical information was displayed. Where did these numbers come from? Were they believable or trustworthy?
4. If you sought to answer the same research question, what two things would you do to improve the credibility of the study and your findings?
5. Should findings from the study (or your own) be used to modify law? Explain your opinion.
6. What is your personal response to the author’s/authors’ argument?
7. In what ways does your positioning influence the way you perceive the author’s/authors’ argument?

Based on your data comparison and your literature analysis, you will identify an area of strength and an area of opportunity within the United States’ educational system.

3. **Communication Skills - Collect qualitative data in the form of ethnographic field notes**

(see Emerson, Fretz, & Shaw, 1995, Chapter Two – In the Field: Participating, Observing, and Jotting Notes):

You will participate in and reflect on all class excursions, as they have been specifically selected for their potential to increase students’ multicultural competency. During your time in London, you will record ethnographic field notes, on topics related to areas of discussion outlined in the content objectives of the course, in a travel journal; it will be periodically assessed as submitted reports.

4. **Social Responsibility – Synthesis Paper**

You are to take your qualitative data, along with your cultural autobiography and scholarly literature analysis, and synthesize your findings in a 4-5 page APA style paper. In your paper, you will take a position, acknowledging the impact of your own positioning on your perception, and defend your position with the ethnographic data you collected during your time in London. You will either present your research at EURECA or submit a persuasive letter to the editor about your experiences and findings.

5. **Personal Responsibility** - Students will explain the importance of ethical behavior and score at least 80% on an online ethics module.

**Speech and Language Assessment Required for Students Seeking Certification:**

To be completed by those seeking teacher certification before Sept 9: As an additional benefit to our students, our staff in the College of Education includes Cheryl Gilley. Mrs. Gilley will provide each member of this class with a speech/language assessment. This assessment will take about 5 minutes, although times may vary slightly individual-by-individual. Should Mrs. Gilley ask you to schedule some appointments for remedial assistance, be sure to take advantage of this service.

**Observation requirements for this course**

All students are required to complete 6 hours of observation in an international educational setting.
**Students seeking teacher certification**: Field experience that satisfies the state regulation must be with a Texas certified teacher. Student seeking teacher certification must complete two hours each in an elementary, middle, and secondary Texas school by Sept 9. At least 35 clock hours of documented field experience are required before anyone is allowed to begin student teaching. The documentation is achieved by using the goldenrod half-sheet named *Field Experience Validation Form*. Our Midwestern State University Certification Officer, Dr. Blacklock, will be glad to answer any questions regarding certification requirements. You may also check the Texas Education Agency (TEA) website: [http://www.tea.state.tx.us](http://www.tea.state.tx.us).

**Academic Honesty**

*MSU students demand of themselves the highest level of academic honesty as delineated in their honor creed.*

*Academic honesty involves the submission of work that is wholly the student’s own work, except in the case of assigned group work. Additionally, academic honesty involves the proper citation of other authors’ works.*

By enrolling in this course, the student expressly grants MSU a "limited right" in all intellectual property created by the student for the purpose of this course. The "limited right" shall include but shall not be limited to the right to reproduce the student's work product in order to verify originality and authenticity, and for educational purposes.

**Disability Support**

As the faculty of the West College of Education, we are dedicated to helping meet the needs of our students with disabilities and are eager to provide the accommodations to which such students are entitled. If you have a documented disability and are registered with the Office of Disability, please let your instructor know to expect a letter from that office describing the accommodations to which you are entitled. If you have a documented disability but are not registered with the Office of Disability, please contact that office immediately to register.

**Attendance Policy**

It is important for each student to be actively involved in all aspects of the academic program. Grades will drop by one letter grade for each even (lecture or field trip) missed. Being late to a class or casually talking during a lecture- especially if a guest lecturer- will also adversely affect your grade.

**Grading & Scale**

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<thead>
<tr>
<th>Assignment</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>Cultural Autobiography</td>
<td>20%</td>
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<tr>
<td>Argument Analysis</td>
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<tr>
<td>Field Notes</td>
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<tr>
<td>Synthesis Paper</td>
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<tr>
<td>Personal Responsibility Module</td>
<td>20%</td>
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<table>
<thead>
<tr>
<th>Final Grade Percentage Possibilities</th>
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<tbody>
<tr>
<td>100-90% = A</td>
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<tr>
<td>89-80% = B</td>
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<tr>
<td>79-70% = C</td>
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<tr>
<td>69-60% = D</td>
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</tbody>
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**Tentative Schedule: July 7 through Aug 5/Sept 9**

- **July 6**: Departure –
- **July 7**: Arrival – Beware the jet lag spiral! Stay up until a reasonable bedtime (at least 8 pm)
  The opening night social will help keep you awake for a few extra hours!
- **July 8**: Faculty meeting at 9:00 am at Costa Coffee
  Student Orientation-Noon – Arts Auditorium
  Faculty members meet with class at 1:30 pm: Travel Journals
Faculty led walking tour of London 2:30 pm

July 9
St. Paul’s Cathedral – 11:00 am – London Eye 4:00 p.m.

July 10
Course Intro

July 11
Excursion

July 12
Emerson, Fretz, & Shaw Discussion

July 13
Travel Journal Discussion

July 14
Class Discussion

Saturday 15 Non-Academic Day (optional excursion to Dover)

Sunday 16 Non-Academic Day

July 17
Excursion

July 18
Excursion

July 19
Travel Journal Discussion

Thursday 20 Mini-Break

Friday 21 Mini-Break

Saturday 22 Mini-Break

Sunday 23 Mini-Break

Monday 24 Mini-Break

July 25
Class Discussion

July 26
Excursion

July 27
Excursion

July 28
Travel Journal Discussion

Saturday 29 Non-Academic Day

Sunday 30 Non-Academic Day

July 31
Scholarly Literature Analysis

August 1
Excursion

August 2
Excursion

August 3
Travel Journal Discussion

August 4
Paper Proposal Discussions

Saturday 5 Free Day

Sunday 6 Return to US

September 15 Synthesis papers and dispersion proposal due

September 29 Grades

Potential Excursions (includes guest speakers):

Ministry of Ed
Public vs State schools
Ethnic neighborhoods w guides
Religious communities
Race relations in the UK
Old Compton (Charing Cross Road - bw Tottenham & Leicester Square)
Stonehenge for Pagan/Celtic/Wiccan religious
Soccer & Raf’s lecture: Sport, Social Class, and Gender
British Museum & Grace’s lecture: Colonialism and Cultural Imperialism

Suggestions for Students:
Sunday Up Market – ethnic food to go
British Library - Magna Carta: different interpretations of life, liberty, and the pursuit of happiness
Borough Market