

EDU 3263 – Diversity and Inclusion

Tuesday and Thursday,
10:00 a.m. to 11:15 a.m.

Credit Hours: 3
Diversity Credit 1

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The continuing challenge for all teachers is to create a classroom environment that is responsive to and supportive and nurturing of all kinds of diversity.

Required Texts:

- Cushner, McClelland, and Safford. (2005). *Human Diversity in Education* (5th Edition). McGraw-Hill. [a.k.a. CUSHNER]
- Delpit, L.D. (1995) *Other people's children: cultural conflict in the classroom*. New York NY: New Press.
- Readings as assigned.

Course Description: Introduction to the physical and social characteristics of diverse and exceptional students between ages 3 and 21. Issues of diversity, inclusion and mainstreaming in light of recent legislation and court decisions. Problem cases, with an emphasis on the underprivileged, antisocial, and delinquent.

Course Objectives:

The students will develop a well-grounded framework for understanding cultural and community diversity and special education and know how to learn about and incorporate students' experiences, cultures, and community resources into instruction (INTASC Core Principles, 2002).

1. To exercise academic and intellectual judgment in response to issues of cultural difference, gender, racial and ethnic diversity
2. To be able to describe and affirm diversity
3. To engage in critical reflection on learning differences across culture, ethnicity, gender, and individual development.
4. To examine the history and purpose of special education in the U.S.
5. To identify services and resources to meet diverse learning needs.
6. To understand services and resources to meet diverse learning needs.
7. To enhance your writing skills.
8. To view education as a life long process.

These goals reflect Villanova University's strategic goals of cultural diversification.

Pennsylvania Teacher Standards: Planning instruction which promotes problem analysis, critical thinking, creativity, leadership development and decision making based upon: subject matter, organization and integration of content and the relationship of content to educational, career and life goals, students and their learning, motivation, supervision and guidance with emphasis on human behavior and development, individual differences, diversity and the special needs of the exceptional student, the community and community resources, current educational standards and practices.

INTASC STANDARD: Standard 3, Diverse Learners.

1. The teacher understands how learners differ in their approaches to learning and creates instructional opportunities that are adapted to learners from diverse cultural backgrounds and with exceptionalities.

INTRODUCTION

Students will be asked to conduct thoughtful discussion of the material assigned for the day's reading. The course experience will be cooperative in nature, with students working in small groups on discussion themes, toward resolution of issues and debates raised in class and in the readings. These are not intended to exhaust the potential themes in the course, only to suggest some possible directions for exploration.

COURSE FORMAT

The course will include multiple instructional approaches including: lecture, discussion, small group activities, presentation, and critical reflection activities.

COURSE REQUIREMENTS:

Demonstrate understanding of the material in the text during class discussions; In-class participation, attendance, and professionalism (i.e., in-class activities)	10%
Reading Quizzes	10%
Lesson Plans	10%
Tip Sheet Assignment	5%
Mid-Term Examination	10%
Research Paper	20%
Field Placement Project	15%
Oral Presentation	5%
Take-Home Final	15%

Tentative Calendar – The professor reserves the right to change the syllabus at any time during the semester. The professor will inform you of any changes.		
<i>Dates</i>	<i>Topic</i>	<i>Readings (to be read before class)</i> ☰ Available via electronic readings via WebCT
8/25	Syllabus Review	Questions? Questions? Questions?

8/30	FILM Equity in Schools Interview Guide	Discussion
9/1	Diversity	Cushner (2005) <i>Human Diversity in Education</i> p 3-71
9/8	Dimensions, History, and Goals of Multiculturalism	☞ Banks (2001) <i>Cultural Diversity and Education, Foundations, Curriculum, and Teaching</i> , Banks, 1-39
9/8	Dimensions, History, and Goals of Multiculturalism	☞ Banks (2001) <i>Cultural Diversity and Education, Foundations, Curriculum, and Teaching</i> , Banks, 1-39
9/13	Culturally Responsive Teaching	☞ Gay (2000) <i>Cultural Responsive Teaching</i> (pp. 1-20)
9/15	"Racism, Discrimination, and Expectations of Students' Achievement"	☞ Gay (2000) <i>Cultural Responsive Teaching</i> (21-44)
9/20		☞ Nieto, (2000) <i>Affirming Diversity, The Sociopolitical Context of Multicultural Education</i>
9/22	CRASH	CRASH Meet at 9:30 a.m.
9/27	Classrooms and Schools as Cultural Crossroads	Cushner, (2003) <i>Human Diversity in Education</i> p. 73-102; and 174-202
9/29	Gender and Sexuality	Cushner, (2003) <i>Human Diversity in Education</i> p. 277-311 QUIZ
10/4	Lesson Planning Group	Group Lesson Planning Workshop Midterm Review
10/6	Mid-Term Examination	
10/11	No Class – Fall Break	
10/13	No Class – Fall Break	
10/18	Gender, Language, Inter-group Relations and Guidelines	Banks (2001) <i>Cultural Diversity and Education, Foundations, Curriculum, and Teaching</i> , 251-267 – HANDOUT
10/20	Examining color-blindedness	Color-blindness to Self-examination (Handout) <ul style="list-style-type: none"> • How am I recycling the history of inequity in education?
10/25		QUIZ Diversity Wrap-Up
10/27	Creating Inclusive Classrooms	Film: <i>Educating Peter</i>
11/1	Creating Inclusive Classrooms **TIP SHEET DUE**	☞ Couhtino and Repp, (1999) <i>Inclusion, The Integration of Students with Disabilities</i>