

**GENERAL STUDIES COURSE PROPOSAL COVER FORM**

**Course information:**

Copy and paste current course information from [Class Search/Course Catalog](#).

College/School Mary Lou Fulton Teachers College Department/School Division 1 – Teacher Preparation

Prefix: TEL Number: 212 Title: Understanding the Culturally Diverse Learner Units: 3

Course description: Survey of cultural and linguistic diversity in American education, including equity, pluralism, learning styles, and roles of schools in a multiethnic society.

Is this a cross-listed course? No If yes, please identify course(s): \_\_\_\_\_

Is this a shared course? No If so, list all academic units offering this course: \_\_\_\_\_

*Note- For courses that are crosslisted and/or shared, a letter of support from the chair/director of each department that offers the course is required for each designation requested. By submitting this letter of support, the chair/director agrees to ensure that all faculty teaching the course are aware of the General Studies designation(s) and will teach the course in a manner that meets the criteria for each approved designation.*

Is this a permanent-numbered course with topics? No

If yes, each topic requires an individual submission, separate from other topics.

**Requested designation:** HU

**Mandatory Review:** Yes

*Note- a separate proposal is required for each designation.*

**Eligibility:** Permanent numbered courses **must** have completed the university’s review and approval process. For the rules governing approval of omnibus courses, contact [Phyllis.Lucie@asu.edu](mailto:Phyllis.Lucie@asu.edu).

**Submission deadlines dates are as follow:**

For Fall 2021 Effective Date: October 2, 2020

For Spring 2022 Effective Date: March 5, 2021

**Area proposed course will serve:**

A single course may be proposed for more than one core or awareness area. A course may satisfy a core area requirement and more than one awareness area requirements concurrently, but may not satisfy requirements in two core areas simultaneously, even if approved for those areas. With departmental consent, an approved General Studies course may be counted toward both the General Studies requirement and the major program of study. It is the responsibility of the chair/director to ensure that all faculty teaching the course are aware of the General Studies designation(s) and adhere to the above guidelines.

**Checklists for general studies designations:**

Complete and attach the appropriate checklist

- [Literacy and Critical Inquiry core courses \(L\)](#)
- [Mathematics core courses \(MA\)](#)
- [Computer/statistics/quantitative applications core courses \(CS\)](#)
- [Humanities, Arts and Design core courses \(HU\)](#)
- [Social-Behavioral Sciences core courses \(SB\)](#)
- [Natural Sciences core courses \(SQ/SG\)](#)
- [Cultural Diversity in the United States courses \(C\)](#)
- [Global Awareness courses \(G\)](#)
- [Historical Awareness courses \(H\)](#)

**A complete proposal should include:**

- Signed course proposal cover form
- [Criteria checklist](#) for General Studies designation being requested
- Course catalog description
- Sample syllabus for the course
- Copy of table of contents from the textbook and list of required readings/books

**Proposals must be submitted electronically with all files compiled into one PDF.**

**Contact information:**

Name Carlyn Ludlow E-mail carlyn.ludlow@asu.edu Phone 602-290-5191

**Department Chair/Director approval: (Required)**

Chair/Director name (Typed): Nicole Thompson Date: 1.12.2021

Chair/Director (Signature): 



**Arizona State University Criteria Checklist for**  
**HUMANITIES, ARTS AND DESIGN [HU]**

**Rationale and Objectives**

The humanities disciplines are concerned with questions of human existence and meaning, the nature of thinking and knowing, with moral and aesthetic experience. The humanities develop values of all kinds by making the human mind more supple, critical, and expansive. They are concerned with the study of the textual and artistic traditions of diverse cultures, including traditions in literature, philosophy, religion, ethics, history, and aesthetics. In sum, these disciplines explore the range of human thought and its application to the past and present human environment. They deepen awareness of the diversity of the human heritage and its traditions and histories and they may also promote the application of this knowledge to contemporary societies.

The study of the arts and design, like the humanities, deepens the student's awareness of the diversity of human societies and cultures. The arts have as their primary purpose the creation and study of objects, installations, performances and other means of expressing or conveying aesthetic concepts and ideas. Design study concerns itself with material objects, images and spaces, their historical development, and their significance in society and culture. Disciplines in the arts and design employ modes of thought and communication that are often nonverbal, which means that courses in these areas tend to focus on objects, images, and structures and/or on the practical techniques and historical development of artistic and design traditions. The past and present accomplishments of artists and designers help form the student's ability to perceive aesthetic qualities of art work and design.

The Humanities, Arts and Design are an important part of the General Studies Program, for they provide an opportunity for students to study intellectual and imaginative traditions and to observe and/or learn the production of art work and design. The knowledge acquired in courses fulfilling the Humanities, Arts and Design requirement may encourage students to investigate their own personal philosophies or beliefs and to understand better their own social experience. In sum, the Humanities, Arts and Design core area enables students to broaden and deepen their consideration of the variety of human experience.

Revised April 2014

Proposer: Please complete the following section and attach appropriate documentation.

<b>ASU - [HU] CRITERIA</b>			
<b>HUMANITIES, ARTS AND DESIGN [HU] courses must meet <i>either</i> 1, 2 or 3 <i>and</i> at least one of the criteria under 4 in such a way as to make the satisfaction of these criteria <b>A CENTRAL AND SUBSTANTIAL PORTION</b> of the course content.</b>			
YES	NO		<b>Identify Documentation Submitted</b>
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<p><b>1.</b> Emphasizes the study of values; the development of philosophies, religions, ethics or belief systems; and/or aesthetic experience.</p>	Course Syllabus, Course textbook description and table of contents PDF, Cultural Self-Analysis assignment description in syllabus, Case Study Readings assignment description in syllabus, Sociocultural Presentation assignment description in syllabus, Multicultural Event assignment description in syllabus, Analysis of Learning assignment description in syllabus
<input type="checkbox"/>	<input checked="" type="checkbox"/>	<p><b>2.</b> Concerns the interpretation, analysis, or creation of written, aural, or visual texts; and/or the historical development of textual traditions.</p>	
<input type="checkbox"/>	<input checked="" type="checkbox"/>	<p><b>3.</b> Concerns the interpretation, analysis, or engagement with aesthetic practices; and/or the historical development of artistic or design traditions.</p>	
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<p><b>4.</b> In addition, to qualify for the Humanities, Arts and Design designation a course must meet one or more of the following requirements:</p>	
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<p><b>a.</b> Concerns the development of human thought, with emphasis on the analysis of philosophical and/or religious systems of thought.</p>	Course Syllabus, Course textbook description and table of contents PDF, Case Study Readings assignment

<b>ASU - [HU] CRITERIA</b>			
			description in syllabus, Cultural Self-Analysis assignment description in syllabus, Sociocultural Presentation assignment description in syllabus
<input type="checkbox"/>	<input checked="" type="checkbox"/>	<b>b.</b> Concerns aesthetic systems and values, especially in literature, arts, and design.	
<input type="checkbox"/>	<input checked="" type="checkbox"/>	<b>c.</b> Emphasizes aesthetic experience and creative process in literature, arts, and design.	
<input type="checkbox"/>	<input checked="" type="checkbox"/>	<b>d.</b> Concerns the analysis of literature and the development of literary traditions.	
		<b>THE FOLLOWING TYPES OF COURSES ARE EXCLUDED FROM THE [HU] DESIGNATION EVEN THOUGH THEY MIGHT GIVE SOME CONSIDERATION TO THE HUMANITIES, ARTS AND DESIGN:</b>	
		<ul style="list-style-type: none"> <li>• Courses devoted primarily to developing skill in the use of a language.</li> </ul>	
		<ul style="list-style-type: none"> <li>• Courses devoted primarily to the acquisition of quantitative or experimental methods.</li> </ul>	
		<ul style="list-style-type: none"> <li>• Courses devoted primarily to teaching skills.</li> </ul>	

Course Prefix	Number	Title	General Studies Designation
TEL	212	Understanding the Culturally Diverse Learner	HU

Explain in detail which student activities correspond to the **specific** designation criteria.

Please use the following organizer to explain how the criteria are being met.

Criteria (from checklist)	How course meets spirit (contextualize specific examples in next column)	Please provide detailed evidence of how course meets criteria (i.e., where in syllabus)
<p>1. Emphasizes the study of values; the development of philosophies, religions, ethics or belief systems; and/or aesthetic experience.</p>	<p>TEL 212 emphasizes the study of values, ethics, and belief systems by first having students complete a Cultural Self-Analysis that examines the development of their personal values and beliefs regarding diversity through the following micro-cultures: class, ethnicity and race, gender, exceptionality, religion, language, geography, and sexual orientation. By completing their own Sociocultural Presentation and being a participant in their peers presentations, students then examine the values, ethics, and belief systems that exist within American society today regarding those same micro-cultures, including the historical origins of those belief systems, and the effects of those systems on American education over time. Information for these presentations comes from course readings from the textbook, class discussions and activities, and independent research.</p> <p>Students will also attend a multicultural event that is outside of their normal activities to gain an understanding of others' values and beliefs and complete an analysis of the experience for the Multicultural Event Assignment. Finally, students again examine their own values and beliefs regarding the identified micro-cultures and reflect on how those values and beliefs may influence their personal career in education for the final Analysis of Learning Assignment.</p>	<p>1. Cultural Self-Analysis Assignment description, See syllabus page 5 (highlighted blue)</p> <p>2. Case Study Readings Assignment description, See syllabus page 6 (highlighted yellow)</p> <p>3. Course Textbook description and table of contents PDF (chapters listed in Tentative Course Schedule in syllabus, highlighted in orange)</p> <p>4. Sociocultural Presentation Assignment description, See syllabus page 7 (highlighted green)</p> <p>5. Multicultural Event Assignment description, See syllabus page 8 (highlighted pink)</p> <p>6. Analysis of Learning Assignment description, See syllabus page 9 (highlighted purple)</p>

<p>4a. Concerns the development of human thought, with emphasis on the analysis of philosophical and/or religious systems of thought.</p>	<p>TEL 212 concerns the development of human thought, with emphasis on philosophical and religious systems, by examining religion as a micro-culture within American society and the issues that may arise in schools and communities related to religion. Students will reflect on their own religious systems of thought, or lack thereof, as part of the Cultural Self-Analysis. Students will examine the history of various religions and associated stereotypes, the historical context for how various religious groups have been treated in American society, and current religious stereotypes and perceptions, by either producing or participating in the Sociocultural Presentation focused exclusively on religion.</p> <p>Additionally, students will examine what teachers should know about various religious groups to be able to teach with increased cultural competence by participating in verbal analysis of case studies from the course textbook readings regarding realistic religious issues in schools.</p>	<p>1. Cultural Self-Analysis Assignment description, See syllabus page 5 (highlighted blue)</p> <p>2. Sociocultural Presentation Assignment description, See syllabus page 7 (highlighted green)</p> <p>3. Course Textbook description and table of contents PDF</p> <p>4. Case Study Readings Assignment description, See syllabus page 6 (highlighted yellow)</p>

**TEL 212: Understanding the Culturally Diverse Learner**

**3 Credits      Term 20XX      Session X      Class #XXXXX**

**Instructor Information**

Dates of classes: **Insert your information here**  
Instructor: **Insert your information here**  
Email: **Insert your information here**  
Phone: **Insert your information here**  
Office Hours: **Insert your information here**  
Office Location: **Insert your information here**

**COURSE INFORMATION**

**Catalog Description**

Survey of cultural and linguistic diversity in American education, including equity, pluralism, learning styles, and roles of schools in a multiethnic society.

**Course Overview**

This course explores diversity through micro-cultures including: class, ethnicity and race, gender, exceptionality, religion, language, geography, and sexual orientation—and the impact of these cultures on learning in K-12 classrooms. The course is designed to (a) provide an overview of the cultural diversity of American society, with a focus on the social, political, and pedagogical issues associated with educating culturally diverse students, (b) examine the role of institutions and agents, teaching practices, and innovations in multicultural education, and (c) create awareness of, and respect for the culturally diverse child. The ultimate goal is to improve our understanding of multicultural issues (race, class, gender, ethnicity, religion, language) that may arise in schools and communities, and enable us to reflect on our feelings about working with diverse children. Also keep in mind that we are dealing with course content that can be considered extremely sensitive. Therefore, students are asked to consider challenging ideas and a variety of viewpoints while remaining thoughtful and respectful of others.

**Enrollment Requirements**

None

**Course Format**

Face-to-face lecture/discussion

**General Studies Designation**

Cultural (C)

**Required Course Texts, Materials, and Resources**

Gorski, P., & Pothini, S. (2018). *Case studies of diversity and social justice education* (2nd ed.).  
Routledge.

**Purchase the course text(s) from the ASU Bookstore (<http://bookstore.asu.edu/>) or another retailer of your choosing.**

**Additional required supplemental readings and resources provided in Canvas**

*Provided Materials*

All ASU students have free access to this web resource, including the ASU CANVAS Learning Management System.



- To monitor the status of campus networks and services, please visit the ASU System Health portal (<https://uto.asu.edu/system-health>).
- MyApps provides free software tools, including free virus scan software, online applications, and information about discounted software for purchase. Visit <https://myapps.asu.edu/home> for more information.
- Digication - Digication is an e-Portfolio tool for students to showcase and share their work online.

### Important Dates

- Martin Luther King Jr Holiday, Day Observed - University Closed –
- Academic Status Reports- <http://asu.force.com/kb/articles/FAQ/What-is-an-Academic-Status-Report>
- Spring Break – Classes Excused -
- Course Withdrawal Deadline-
- Complete Session Withdrawal Deadline-
- Last Day of Classes -
- Final Exam Schedule –

### Student Learning Outcomes

By the end of this course students will:

Student Learning Outcomes	Program Learning Outcomes	InTASC Standards	ISTE Standards
1. Examine the role of an educator as part of a complex system where learning occurs in schools in addition to familial and community contexts.	ES1	1k, 2m, 4c, 4q	3b
2. Analyze cases of equity and social justice in order to become aware of one' personal perspective, worldview and biases on these issues in comparison to the perspectives, worldviews and biases of others.	GLAE3	2d, 2j, 9i	3c
3. Distinguish between asset-based and deficit perspectives in relation to the distribution of access and opportunities (equity) for diverse learners.	GLAE2	1h, 1i, 2l	4d
4. Examine how social justice topics affect prospective educators and their future learners.	ES1	2k, 9m	1c
5. Utilize case studies framework to understand and analyze policy, professional standards and ethics as it relates to social justice in education and the community.	GLAE5	2d, 4p, 9o	4d

InTASC Standards: <https://casso.org/resource-library/intasc-model-core-teaching-standards-and-learning-progressions-teachers-10>

ISTE Standards: <https://www.iste.org/standards/for-educators>

### Tentative Course Schedule

Please note that Information in the syllabus, other than grade and absence policies, may be subject to change with reasonable advance notice.

Week	Topic	Learning Materials	Due
1	<b>Topic:</b> Welcome to TEL 212 <b>Focus Question:</b> What is equity and why is it an imperative issue in education?	Syllabus	

2	<p><b>Topic:</b> Cultural Self-Analysis</p> <p><b>Focus Question:</b> Why do our beliefs/experiences impact how we see, understand, and relate to other around us?</p>		Cultural Self-Analysis
3	<p><b>Topic:</b> Understanding the Equity Literacy Framework</p> <p><b>Focus Question:</b> What is the Equity Literacy Framework and how does this framework help in the exploration of social justice issues through case studies?</p>	<p><b>Chapter 1:</b> Gorski &amp; Pothini (2018). pp. 1-9: Introduction</p> <p><b>Chapter 2:</b> Gorski &amp; Pothini (2018). pp. 10-20: Analyzing Cases Using the Equity Theory Framework</p>	<p>THEM: Images of Separation</p> <p>Chapter 1 and 2</p>
4	<p><b>Topic:</b> Race and Critical Race Theory</p> <p><b>Focus Question:</b> How are these case studies on <b>race</b> relevant through the lens of the Equity Literacy Framework as well as Critical Race Theory?</p>	<p><b>Chapter 6:</b> Gorski, P. C., &amp; Pothini, S. G. (2018). pp. 48-57: Cases on Race</p> <p>Research and summarize one scholarly article on Critical Race Theory. Be prepared to share with your summary and insights with your peers.</p>	<p>Sociocultural Presentation (Race)</p> <p>Chapter 6</p>
5	<p><b>Topic:</b> Poverty and SES</p> <p><b>Focus Question:</b> How are these case studies on <b>poverty</b> and <b>SES</b> relevant through the lens of the Equity Literacy Framework?</p>	<p><b>Chapter 3:</b> Gorski, P. C., &amp; Pothini, S. G. (2018). pp. 21-30: Cases on Poverty and Socioeconomic Status</p>	<p>Sociocultural Presentation (Poverty and SES)</p> <p>Chapter 3</p>
6	<p><b>Topic:</b> Culture and Ethnicity</p> <p><b>Focus Question:</b> How are these case studies on <b>culture</b> and <b>ethnicity</b> relevant through the lens of the Equity Literacy Framework?</p>	<p><b>Chapter 5:</b> Gorski, P. C., &amp; Pothini, S. G. (2018). pp. 39-45: Cases on Ethnicity and Culture</p>	<p>Sociocultural Presentation (Ethnicity and Culture)</p> <p>Chapter 5</p> <p>Multi-Cultural Event #1</p>
7	<p><b>Topic:</b> Language and Funds of Knowledge</p> <p><b>Focus Question:</b> How are these case studies on <b>language</b> relevant through the lens of the Equity Literacy Framework?</p>	<p><b>Chapter 10:</b> Gorski, P. C., &amp; Pothini, S. G. (2018). pp. 83-91: Cases on Language</p> <p>Research and summarize one scholarly article on Funds of Knowledge. Be prepared to share with your summary and insights with your peers.</p>	<p>Sociocultural Presentation (Language)</p> <p>Chapter 10</p>
8	<p><b>Topic:</b> Immigrant Status and Funds of Identity</p> <p><b>Focus Question:</b> How are these case studies on <b>immigrant</b> relevant through the lens of the Equity Literacy Framework?</p>	<p><b>Chapter 11:</b> Gorski, P. C., &amp; Pothini, S. G. (2018). pp. 92-99: Cases on Immigrant status</p> <p>Research and summarize one scholarly article on Funds of Identity. Be prepared to share with your summary and insights with your peers.</p>	<p>Sociocultural Presentation (Immigrant Status)</p> <p>Chapter 11</p>

9	<p><b>Topic:</b> Religion</p> <p><b>Focus Question:</b> How are these case studies on <b>religion</b> relevant through the lens of the Equity Literacy Framework?</p>	<p><b>Chapter 4:</b> Gorski, P. C., &amp; Pothini, S. G. (2018). pp. 31-37: Cases on Religion</p>	<p>Sociocultural Presentation (Religion)</p> <p>Chapter 4</p>
10	<p><b>Topic:</b> Sex, Gender Identity and Gender Expression</p> <p><b>Focus Question:</b> How are these case studies on <b>sex, gender identity</b> and <b>gender expression</b> relevant through the lens of the Equity Literacy Framework?</p>	<p><b>Chapter 7:</b> Gorski, P. C., &amp; Pothini, S. G. (2018). pp. 59-66: Cases on Sex, Gender Identity and Gender Expression</p>	<p>Sociocultural Presentation (Sex, Gender Identity and Gender Expression)</p> <p>Chapter 7</p>
11	<p><b>Topic:</b> Sexual Orientation</p> <p><b>Focus Question:</b> How are these case studies on <b>sexual orientation</b> relevant through the lens of the Equity Literacy Framework?</p>	<p><b>Chapter 9:</b> Gorski, P. C., &amp; Pothini, S. G. (2018). pp. 77-82: Cases on Sexual Orientation</p>	<p>Sociocultural Presentation (Sexual Orientation)</p> <p>Chapter 9</p>
12	<p><b>Topic:</b> (Dis)ability and Asset-Based Perspectives</p> <p><b>Focus Question:</b> How are these case studies on <b>(dis)ability</b> relevant through the lens of the Equity Literacy Framework?</p>	<p><b>Chapter 8:</b> Gorski, P. C., &amp; Pothini, S. G. (2018). pp. 67-76: Cases on (Dis)ability</p>	<p>Sociocultural Presentation ((Dis)ability)</p> <p>Chapter 8</p>
13	<p><b>Topic:</b> Culturally Sustaining Pedagogy and Culturally Responsive Teaching</p> <p><b>Focus Question:</b> What does culturally sustaining pedagogy look like in the classroom?</p>		<p>Multi-Cultural Event #2</p>
14	<p><b>Topic:</b> Selecting Culturally Competent Curriculum</p> <p><b>Focus Question:</b> Why is it important for your students to see themselves represented in the curriculum? How to select culturally competent curriculum?</p>		<p>Selecting Culturally Competent Books</p>
15	<p><b>Topic:</b> Analysis of Learning</p> <p><b>Focus Question:</b> Using the Equity Literacy Framework and Service-Learning model, what are the next steps to be a civically engaged educator or community leader?</p>		<p>Analysis of Learning</p>

### Course Assignment Details

Please note that Information in the syllabus, other than grade and absence policies, may be subject to change with reasonable advance notice.

Assignment and Description	Due Date	Course Outcomes Addressed	Score/Points
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<p><b>Cultural Self-Analysis</b></p> <p><b>Task:</b> Write a paper examining your cultural identity and its impact on your life and interactions with others in terms of the following questions. Select one of the first four categories to address (1. Race, Ethnicity, Geography, and National Origin, 2. Religion and Spirituality, 3. Gender and Sexuality, OR 4. Class and Socioeconomics). Then address the questions posed in the Personal Relationships section. Please be sure to explicitly address all of the questions in each section. Papers should flow as a narrative story and should NOT be in a question and answer format.</p> <p>To receive full credit, the paper must be written and formatted in correct APA format. Please refer to Canvas for more APA information. Papers should consist of at least four full pages of content (introduction, category one analysis, personal relationships analysis, conclusion) which does not include the title page, or reference pages. Since this is primarily a person narrative, I do not expect a reference page or citations unless you are drawing facts and supporting evidence from other sources. You may use first person in your writing. In addition, throughout the first several weeks of the course you will be sharing with the class the components of your paper you feel comfortable disclosing.</p> <p>Select one of the following identity categories to address in 1.5-2 pages</p> <ol style="list-style-type: none"> <li><u>Race, Ethnicity, Geography, and National Origin</u> : What do you identify as your national origin, ethnic identity, and racial group? In what geographic region did you grow up? Did you live in a rural or urban environment? What values are typical of that region? Where did your ancestors come from? Why and how did you or your ancestors come to the United States? In what ways did you/they adjust to this new home? What aspects of your/their culture of origin were retained? What impact does this way of entering the United States and the subsequent adjustment have on your culture? On your identity?</li> <li><u>Religion and Spirituality</u>: What was your religious affiliation (if any) during your childhood? How did this come to be in your family? How are conflicts due to religious values resolved? What do you think this religious preference reflects about your heritage/culture? What is your religious/spiritual affiliation now (if any)? If it has changed, how did that transformation happen?</li> <li><u>Gender and Sexuality</u>: What are your gender and sexual orientation? How are gender and orientation differences handled in your family of origin? How is sexism in your culture addressed? What behaviors, characteristics, beliefs, and values are defined by gender in your culture? How are gender roles divided? How is conflict between gender roles handled? What are some specific rules for marriage and childrearing in your culture?</li> <li><u>Class and Socioeconomics</u>: What is the socioeconomic history of your family? What role or meaning does socioeconomic have for people with backgrounds like yours? If your socioeconomic history is different now, how did that transformation happen? What were music, art, and clothing preferences like in your family of origin? What were the political preferences of your family of origin? How did this come to be in your family? What do you think this political preference reflects about your heritage/culture? What is your political preference now? If it has changed, how did that transformation happen?</li> </ol> <p>Address the following in 1-2 pages:</p> <p><u>Personal Relationships</u>: Think of significant people in your life when you were a child/adolescent (e.g., parents/guardians, close relatives, teachers, clergy, siblings, etc.). What do you remember about their attitudes and feelings toward multicultural and diverse populations? How were racism, heterosexism, genderism, ageism, classism, etc. addressed? What did you overhear them saying about multicultural and diverse groups? Who determined the “social norms” and “rules” of your family? How were they enforced? How were they passed to younger members of the family/group? What events can you remember that involved personal contact with diverse groups? What were/are your thoughts, feelings, and reactions? How many of your close, long-time friends were members of multicultural and diverse groups?</p>	Week 2	1, 4	100
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<p>In what ways, if any, were these friendships different from other friendships you have with friends who reflect your own cultural groups?</p> <p><b>Purpose:</b> Students will begin to explore their culture through a variety of lenses in order to be self-aware and gain perspective in order to build mutual respect and acceptance of others.</p> <p><b>Evaluation Criteria:</b> Students will be scored on a rubric with explicit criteria specific to professionalism, ideas, organization, delivery and supporting material.</p> <p><b>Submission Details:</b> CANVAS (components will be shared with the class)</p>			
<p><b>THEM: Images of Separation</b></p> <p><b>Task:</b> "THEM: Images of Separation," is a traveling exhibition of six three-dimensional and 32 framed pieces (some with multiple items, such as postcards) that showcases items from popular culture used to stereotype different groups.</p> <p>The negative imagery -- found on postcards, license plates, games, souvenirs and costumes -- promoted stereotyping against such groups as Asian-Americans, Hispanics, Jews and poor whites, as well as those who are "other" in terms of body type or sexual orientation and includes some of the most contentious, cultural hot-button issues: anti-Arab sentiment, Holocaust denial, "don't ask, don't tell" and immigration. The exhibition is comprised of artifacts from the Jim Crow Museum of Racist Memorabilia and exemplifies Martin Luther King's famous quote, 'Injustice anywhere is a threat to justice everywhere'.</p> <p>You will be provided a handout with more information regarding the didactic panels. Please select an image that touches you, only one. Conduct background research on this image or topic and be prepared to share in class.</p> <p>You will have 5-7 minutes to lead a discussion. Show your selection and discuss it with your peers within the class. Have a point in mind, do not just show the image and open it up for discussion. You may have a provoking question like: Do all races have the same opportunities in the United States or you may have some historical facts or statistical data to open up your discussion. (Examples only, feel free to expand given the time parameters). Be sure to tie this into teaching and how this image or broader issue could impact teaching. If you have any questions, please ask.</p> <p>You may also visit the following website to see some of the images up closer. (Not all images are available) <a href="https://www.ferris.edu/HTMLS/news/jimcrow/traveling2/them.htm">https://www.ferris.edu/HTMLS/news/jimcrow/traveling2/them.htm</a></p> <p><b>Purpose:</b> Students will further explore issues of racism, sexism, ageism and other marginalized populations to better understand how stereotypes are formed and the impact it can have when working in schools, with families and in the community.</p> <p><b>Evaluation Criteria:</b> Students will be evaluated on their research of the selected panel and their facilitation skills used during each discussion.</p> <p><b>Submission Details:</b> CANVAS</p>	Week 3	1, 2, 4	100
<p><b>Case Study Readings</b></p> <p><b>Task:</b> Students will utilize the case study or case scenario pedagogy to explore equity literacy to solve complex social justice issues. Students will read assigned case studies from Case Studies on Diversity and Social Justice Education (Gorski &amp; Pothini, 2018) and use this case study framework to practice working through the process of considering a range of perspectives by analyzing real life scenarios based on actual events.</p> <ul style="list-style-type: none"> <li>● Week 3 – Ch. 1 &amp; 2</li> <li>● Week 4 – Ch. 6</li> <li>● Week 5 – Ch. 3</li> <li>● Week 6 – Ch. 5</li> <li>● Week 7 – Ch. 10</li> </ul>	Weeks 3-12	1, 2, 5	10 Readings X 10 points each= 100 points

<ul style="list-style-type: none"> <li>• Week 8 – Ch. 11</li> <li>• Week 9 – Ch. 4</li> <li>• Week 10 – Ch. 7</li> <li>• Week 11 – Ch. 9</li> <li>• Week 12 – Ch. 8</li> </ul> <p><b>Purpose:</b> The Case Study Readings will be used to explore equity literacy to solve complex social justice issues.</p> <p><b>Evaluation Criteria:</b> Criteria will vary to include discussion prompts, quizzes, and self-evaluations</p> <p><b>Submission Details:</b> Students will complete a Likert scale in class each week readings are required.</p>			
<p><b>Sociocultural Presentation</b></p> <p><b>Task:</b> In small groups, select a topic on cultural diversity from among the following:</p> <ul style="list-style-type: none"> <li>• Race and Ch. 6 on Week 4</li> <li>• Poverty &amp; SES and Ch. 3 on Week 5</li> <li>• Ethnicity &amp; Culture and Ch. 5 on Week 6</li> <li>• Language and Ch. 10 on Week 7</li> <li>• Immigrant Status and Ch. 11 on Week 8</li> <li>• Religion and Ch. 4 on Week 9</li> <li>• Sex, Gender Identity &amp; Gender Expressions and Ch. 7 on Week 10</li> <li>• Sexual Orientation and Ch. 9 on Week 11</li> <li>• (Dis)ability and Ch. 8 on Week 12</li> </ul> <p>Develop a 45-60-minutes presentation/lesson your selected topic that includes the following components and use of one or more of the case studies for the chapter associated with the topic:</p> <ul style="list-style-type: none"> <li>• An overview/history of the topic</li> <li>• An examination of the stereotypes about the selected group throughout history</li> <li>• Historical context for how the selected group has been treated in our society (include, where appropriate, any political, legal, media, educational, and/or economic experiences of the group)</li> <li>• An analysis of the current perceptions, beliefs, and stereotypes of selected group</li> <li>• Recommendations for what teachers should know about this selected group in order to work with them with more cultural competence.</li> <li>• Case study(ies) used in some manner during the presentation</li> <li>• A 5-question quiz to be given at the end of presentation to check for understanding of your topic</li> </ul> <p>Teach/facilitate an activity (get creative here) that the class will participate in to promote awareness/understanding about the topic. Remember to maintain a respectful, sensitive, empathetic, and innovative approach as you prepare and share your activity.</p> <p>You must submit to CANVAS an outline of your presentation (format of the outline is up to you) and an <u>annotated</u> list of <u>at least</u> 5 resources that were used to develop your presentation. Additionally, you must complete a self and peer review. All materials are due the day you present.</p> <p>You will earn points for the materials submitted to CANVAS and points for your presentation (see below).</p> <p>If you are absent on the day your group presents you will not be eligible to earn points for the presentation portion of this assignment’s grade.</p> <p><b>Purpose:</b> Students will dig deep into a chosen diversity and share findings in a creative</p>	Weeks 4-12	1, 2, 3, 4, 5	Total = 300 points (see evaluation criteria for details of point distribution)

<p>interactive way with their peers in order to allow all participants a solid foundation to build from.</p> <p><b>Evaluation Criteria:</b> Students will be evaluated using a rubric with explicit criteria for professionalism, organization, language and supporting material. Total= 250 points</p> <ul style="list-style-type: none"> <li>● Self and Peer Review: 50</li> <li>● Outline of Presentation: 50</li> <li>● Annotated List of Resources: 50</li> <li>● Presentation (content and quality of presentation): 150</li> </ul> <p><b>Submission Details:</b> CANVAS and oral presentation to the class.</p>			
<p><b>Multi-Cultural Event</b></p> <p><b>Task:</b> Attend two activities that relates to a cultural, ethnic, value, or identity issue(s). Students are encouraged to attend an event with a group about which you have the MOST preconceived ideas or the least amount of knowledge about. You should spend at least 2 hours engaged in each activity/event. Past experiences may not be used for this assignment unless written permission is provided. Activities may include, but are not limited to, attending a religious service, attending a funeral of another religion, attending a meeting for a campus multicultural organization, or participation in any other activity that may be related to a cultural, ethnic, value, or identity issue different from their own. Students are encouraged to take pictures, as appropriate, of the experience (minors should not be photographed). The first event should be complete by Week 6 and the second event by Week 12.</p> <p>If attending in-person activities is not feasible, consider attending a virtual event or experience. Below are several options to explore. This is not an exhaustive list of options, feel free to explore additional ideas. If you have questions, don't hesitate to ask.</p> <p>Attend an online church service for a religion</p> <ul style="list-style-type: none"> <li>● Watch a webinar from Teaching Tolerance: <a href="https://www.tolerance.org/professional-development/webinars">https://www.tolerance.org/professional-development/webinars</a> <ul style="list-style-type: none"> <li>○ The Color of Law <a href="https://www.tolerance.org/professional-development/webinars/the-color-of-law">https://www.tolerance.org/professional-development/webinars/the-color-of-law</a></li> <li>○ What is White Privilege, Really? <a href="https://www.tolerance.org/professional-development/webinars/what-is-white-privilege-really">https://www.tolerance.org/professional-development/webinars/what-is-white-privilege-really</a></li> <li>○ Religious Freedom and LGBT Equality <a href="https://www.tolerance.org/professional-development/webinars/religious-freedom-and-lgbt-equality">https://www.tolerance.org/professional-development/webinars/religious-freedom-and-lgbt-equality</a></li> <li>○ Best Practices for Serving English Language Learners and Their Families <a href="https://www.tolerance.org/professional-development/webinars/best-practices-for-serving-english-language-learners-and-their">https://www.tolerance.org/professional-development/webinars/best-practices-for-serving-english-language-learners-and-their</a></li> <li>○ Extreme Prejudice <a href="https://www.tolerance.org/professional-development/webinars/extreme-prejudice">https://www.tolerance.org/professional-development/webinars/extreme-prejudice</a></li> </ul> </li> <li>● Watch a film from Kanopy <a href="https://asu.kanopy.com/">https://asu.kanopy.com/</a> (log on to your ASU account to access) <ul style="list-style-type: none"> <li>○ I Learn America <a href="https://asu.kanopy.com/video/i-learn-america-0">https://asu.kanopy.com/video/i-learn-america-0</a></li> <li>○ The Mask you Live In <a href="https://asu.kanopy.com/video/mask-you-live">https://asu.kanopy.com/video/mask-you-live</a></li> <li>○ The Immigrant Paradox <a href="https://asu.kanopy.com/video/immigration-paradox">https://asu.kanopy.com/video/immigration-paradox</a></li> <li>○ I am Not your Negro <a href="https://asu.kanopy.com/video/i-am-not-your-negro">https://asu.kanopy.com/video/i-am-not-your-negro</a></li> <li>○ The End of Poverty <a href="https://asu.kanopy.com/video/end-poverty">https://asu.kanopy.com/video/end-poverty</a></li> </ul> </li> <li>● Watch one or more relevant films from the "films on demand" <a href="https://digital-films-com.ezproxy1.lib.asu.edu/nd_Home.aspx">https://digital-films-com.ezproxy1.lib.asu.edu/nd_Home.aspx</a> (log on to your ASU account to access) <ul style="list-style-type: none"> <li>○ Gender Revolution <a href="https://digital-films-com.ezproxy1.lib.asu.edu/p_ViewVideo.aspx?xtid=138020&amp;tScript=0#">https://digital-films-com.ezproxy1.lib.asu.edu/p_ViewVideo.aspx?xtid=138020&amp;tScript=0#</a></li> <li>○ Are you Racist? <a href="https://digital-films-com.ezproxy1.lib.asu.edu/p_ViewVideo.aspx?xtid=186715">https://digital-films-com.ezproxy1.lib.asu.edu/p_ViewVideo.aspx?xtid=186715</a></li> </ul> </li> </ul>	<p>Week 6 and Week 13</p>	<p>1, 3, 4</p>	<p>2 Events X 100= 200</p>

<ul style="list-style-type: none"> <li>○ The Difference Between Us: Race—The Power of an Illusion <a href="https://digital-films-com.ezproxy1.lib.asu.edu/p_ViewVideo.aspx?xtid=49734&amp;tScript=0">https://digital-films-com.ezproxy1.lib.asu.edu/p_ViewVideo.aspx?xtid=49734&amp;tScript=0</a></li> <li>○ Autism: Insight from Inside <a href="https://digital-films-com.ezproxy1.lib.asu.edu/p_ViewVideo.aspx?xtid=128513">https://digital-films-com.ezproxy1.lib.asu.edu/p_ViewVideo.aspx?xtid=128513</a></li> <li>○ Smashing the Glass Ceiling: The Gender Gap <a href="https://login.ezproxy1.lib.asu.edu/login?url=https://digital.films.com/Portal/Playlists.aspx?wID=11854&amp;xtid=145032">https://login.ezproxy1.lib.asu.edu/login?url=https://digital.films.com/Portal/Playlists.aspx?wID=11854&amp;xtid=145032</a></li> </ul> <p>Write a 3-page paper, create a multimedia presentation, or a video that describes the following:</p> <ul style="list-style-type: none"> <li>● Why you chose this activity/event</li> <li>● When it took place</li> <li>● Your expectations before the activity/event</li> <li>● Your experience through the activity/event</li> <li>● Your reflections of the experience following the event</li> <li>● An analysis of issues of equity and equality that pertain to your activity/event</li> <li>● Ways this experience might influence your work as an educator</li> <li>● Ways in which you can better prepare for your future students</li> </ul> <p><b>Purpose:</b> Students will experience firsthand an event that is culturally relevant to a population while examining how the experience fits within the Equity Theory Framework and other course materials.</p> <p><b>Evaluation Criteria:</b> Students will be evaluated using a rubric with explicit criteria for participation and analysis.</p> <p><b>Submission Details:</b> CANVAS</p>			
<p><b>Selecting Culturally Competent Books</b></p> <p><b>Task:</b> Create a free account at Oxford Owl (<a href="https://www.oxfordowl.co.uk/">https://www.oxfordowl.co.uk/</a>) or another site that offers free downloadable e-books for children. Search and select books or short stories for children. The length of the books or short stories should be substantive enough to be able to be evaluated for cultural competence but not too long as to be difficult to present for others when you share the books with the class (ideal age span is likely 5-7 years old). “Bookmark” or check out two of the books/short stories, the one that is most culturally competent and the one that is the least culturally competent, and bring the books /short stories with you to class.</p> <p>During class we will evaluate all of the books for cultural competence and you will share your selections in small groups.</p> <p><b>Purpose:</b> Students will demonstrate knowledge of social justice issues to evaluate the cultural competence of instructional materials.</p> <p><b>Evaluation Criteria:</b> ‘Bringing’ a culturally competent book and a non-culturally competent book to class for evaluation and participate in class book evaluation process.</p> <p><b>Submission Details:</b> In-class</p>	Week 14	1, 4	50
<p><b>Analysis of Learning</b></p> <p><b>Task:</b> Students will reflect on their experiences and key insights from the semester and respond to the following questions in a 2-3-page paper:</p> <ol style="list-style-type: none"> <li>1. What do you know now that you didn’t know before you took this class?</li> <li>2. What can you do now that you couldn’t do before you took this class?</li> <li>3. What could you teach others to know or do that you couldn’t teach them to know or do before you took this class?</li> <li>4. What are your most significant challenges going forward related to becoming an effective culturally responsive educator/community leader?</li> <li>5. What must you do to overcome these challenges?</li> </ol>	Week 15	1, 2, 3, 4	50



<p>6. What are you committed to doing to further your knowledge, dispositions and skills related to multicultural diversity and social justice issues?</p> <p><b>Purpose:</b> Provides an opportunity to explore, be reflective, and demonstrate knowledge about social justice issues learned through course content and the Equity Literacy Framework.</p> <p><b>Evaluation Criteria:</b> Students will be scored on a rubric with explicit criteria specific to professionalism, ideas, organization, delivery and supporting material.</p> <p><b>Submission Details:</b> CANVAS and in-class participation sharing</p>			
<p><b>Engagement and Professionalism</b> See policies for details</p>	All semester		100 points
<b>Total</b>			1000 points

## General Assignment Information

The major assignments for this course may be automatically routed through Turnitin, a web-based plagiarism detection service. This service generates an originality report that identifies all material in the student paper that appears to be derived from other sources, including both sources that are properly acknowledged and cited and any that are not. If routed through Turnitin, the report will be reviewed before your assignment is graded.

All assignments are due by the start time of class on the due date indicated.

All papers are to be typed, spell-checked and grammar-checked, submitted double-spaced with one-inch margins. Assignments that require specific formats, such as 7th edition APA format, will be noted in the assignment details.

### Grading Scale

A	93%-100%
B	83%-92%
C	73%-82%
D	63%-72%
E	62% and below

MLFTC grading scale does not include pluses or minuses.

### Keys to Success

- Attend all face-to-face meetings.
- Study all required material and course content.
- Be attentive, professional, and participative during class.
- Maintain an organizational strategy that works for you and take note of all due dates.
- Be proactive about your coursework and seek assistance from your faculty when needed.
- Check your ASU email daily.
- Communicate with your network of support, including faculty, advisors, student success coaches, and freshman teaching assistants.

### Effectively Communicating with Faculty and Staff

- Communicate to your faculty if there are personal circumstances that are prohibiting you from doing your best.
- When communicating with your faculty, phrase questions in a professional and respectful manner.
- If disagreements arise in class, among classmates or faculty, first communicate with your faculty. If further attention is needed, ask your advisor for the most appropriate person to contact for the current situation.
- Email is the preferred and professional mode of communication, texting is not appropriate.

- Take advantage of all the resources available through ASU, brief list provided at the end of this document.
- Notify your faculty should you need to arrive late, leave early, or miss a class.
- Be a contribution to the class, to ASU, and to the community.
- Try to avoid approaching your professors right before class as they are preparing for the class and privacy may be limited.
- When unsure of expectations, ask for clarification.
- Be cognizant of the Teachers College grading scale.
- Take note of the course policies.

- Email your professor if you would like to request an appointment outside of the regularly scheduled office hours.
- Email Etiquette
  - Be mindful of your audience when typing the text of the emails. Avoid the use of casual language, inappropriate emoticons, fancy backgrounds, slang, or 'text-speak'.
  - Include your full name and course number in the subject line of the email.
  - Reread, review, and rewrite all emails before sending.
  - Give your faculty member adequate time, up to two business days, to respond to your email.

## COURSE POLICIES

### ATTENDANCE

Attendance is taken at the beginning of every class and is an integral part of your grade. If you are not on time to class, you may be marked absent. Further, there are no excused absences. You are either physically present or you are absent. You should always come prepared for class discussions by completing assignments before class as assigned. Please give all course activities a personal sense of purpose.

The absence policy for the class is as follows:

- 1st – 3rd absence- no ability to earn engagement points for that course date but no penalty assigned
- 4th absence and all future absences- no ability to earn engagement points for that course date and deduction of 5 percent (1/2 of one letter grade) of the total course grade for each missed class

All assignments still need to be submitted prior to the due date regardless of absence. Come to class on time, and do not leave early. Arriving late and leaving class once it has begun is disrespectful to your faculty and peers. When possible, notify your instructor before class meets if you will be arriving late or leaving early, either way it may negatively impact your professionalism or engagement points.

It is your responsibility as the student to obtain any missed information, assignments, and handouts from canvas or another student. If additional help is needed, you are encouraged to contact your instructor for an appointment.

Please note, a grade of EN (failed, never participated) will be assigned to students who remained enrolled but never participated in an academically-related activity for the duration of the course.

### ENGAGEMENT= PARTICIPATION + PREPARATION

Engagement points for the course will be equal to approximately 5% of the total course grade. Among other criteria, a student who is engaged gives contributions in class that reflect exceptional preparation. Their ideas offered are always substantive and challenges are well-substantiated and persuasively presented. They consistently work to advance the level and depth of the dialogue and play an active ongoing role in discussions. The group dynamic and level of discussion are consistently better because of the student's presence. An engaged student actively support and listens to peers in a sustained manner and arrives fully prepared at every session.

### PROFESSIONALISM

Professionalism points for the course will be equal to approximately 5% of the total course grade. It is expected that students exhibit professional behavior inside the classroom, during service-learning experiences, and working with other students outside of class on assignments related to this class in addition to behavior in the classroom on ASU's campus. If at any time your behavior is 'unprofessional', the instructor may refer the student to the Director of the Office of Student Services (OSS) for the development of a Professional Improvement Plan (PIP) <https://education.asu.edu/student-forms-policies>.

### CELL PHONE POLICY

All cell phones and other electronic devices should be turned off during class unless otherwise noted by the instructor. No text messaging will be allowed during class. If it is noticed that you are texting, you will be asked to leave class and be marked absent. In cases of emergency, please notify the instructor and put your phone on silent/vibrate and take your call outside of the classroom.

### LATE AND MISSING ASSIGNMENTS

All assignments are due by the start time of class on the due date indicated. No late assignments will be accepted. Plan ahead for last minute emergencies, including printer and computer issues. Assignments conducted in class will not be available to make up. In the case of an emergency, contact ASU Dean of Students office at <https://eoss.asu.edu/dos>.

### COLLABORATIVE WORK

The student must independently complete all assignments, tests, activities, etc., unless specifically stated otherwise. In situations where collaboration is part of the assignment, the expectations will be clearly stated in the assignment overview. In all collaborative efforts, you must work only within your assigned group, and you must include the names of all individuals who worked on the submitted assignment. These two minimum requirements for collaborative assignments must be met or the work will not be accepted and no points will be eligible to earn.

### RECORDING OF CLASS

Audio or video recording of class sessions is prohibited except where approved in advance in writing by the instructor. ADA accommodations approved by the Disability Resources Center will be honored where they explicitly mention recording of class sessions for the personal use of the student. Recordings approved by the instructor may not be shared for any purpose with other students or the general public and should be secure-deleted or otherwise securely destroyed at the end of the course.

## UNIVERSITY/MARY LOU FULTON TEACHERS COLLEGE POLICIES

### COURSE/INSTRUCTOR EVALUATION

The course/instructor evaluation for this course will be conducted online 7-10 days before the last official day of classes of each semester or summer session. Response(s) to the course/instructor are anonymous and will not be returned to your instructor until after grades have been submitted. The use of a course/instructor evaluation is an important process that allows our college to (1) help faculty improve their instruction, (2) help administrators evaluate instructional quality, (3) ensure high standards of teaching, and (4) ultimately improve instruction and student learning over time. Completion of the evaluation is not required for you to pass this class and will not affect your grade, but your cooperation and participation in this process is critical. About two weeks before the class finishes, watch for an e-mail with "ASU Course/Instructor Evaluation" in the subject heading. The email will be sent to your official ASU e-mail address, so make sure ASU has your current email address on file. You can check this online at the following URL: <http://www.asu.edu/emails/signup>.

### ACADEMIC INTEGRITY/PLAGIARISM

The ASU Student Handbook contains the following information: "The highest standards of academic integrity are expected of all students. The failure of any student to meet these standards may result in suspension or expulsion from the university and/or other sanctions as specified in the academic integrity policies of the individual academic unit. Violations of academic integrity include, but are not limited to, cheating, fabricating, tampering, plagiarizing, or facilitating such activities. The university and unit academic integrity policies are available from the Office of the Executive Vice President and Provost of the University and from the Deans of the individual academic units." The rest of the code, which consists of several pages, is available at the following URL: <http://students.asu.edu/srr/code>.

Students must refrain from uploading to any course shell, discussion board, or website used by the course instructor or other course forum, material that is not the student's original work, unless the students first comply with all applicable copyright laws; faculty members reserve the right to delete materials on the grounds of suspected copyright infringement.

Dependent upon instructor's discretion, penalties for plagiarism range from loss of points on plagiarized assignment to student receiving an 'E' for the course.

The course content, including lectures, are copyrighted materials. Students may not share outside the class, upload, sell, or distribute course content or notes taken during the conduct of the course (see ACD 304-06, "Commercial Note Taking Services" for more information).

### SELF-PLAGIARISM

Self-plagiarism is defined as the reuse of one's identical or nearly identical section or subsection of work without prior permission granted by the course professor of record and any coauthor with whom a prior work may have been written, and without explicit acknowledgement (e.g., a citation of the original work).

Self-plagiarism is strictly prohibited and will be treated as a violation of the university's Student Academic Integrity Policy. Please see the Academic Integrity/Plagiarism section for more information.

### ACCOMMODATION FOR RELIGIOUS PRACTICES

Students who need to be absent from class due to the observance of a religious holiday or participate in required religious functions must notify the faculty member in writing as far in advance of the holiday/obligation as possible. Students will need to identify the specific holiday or obligatory function to the faculty member. Students will not be penalized for missing class due to religious obligations/holiday observance. The student should contact the class instructor to make arrangements for making up tests/assignments within a reasonable time. <http://www.asu.edu/aad/manuals/acd/acd304-04.html>

### ELECTRONIC COMMUNICATION

Acceptable use of university computers, internet and electronic communications can be found in the Student Code of Conduct (<http://www.asu.edu/aad/manuals/usi/usi104-01.html>) and in the University's Computer, Internet, and Electronic Communications Policy <http://www.asu.edu/aad/manuals/acd/acd125.html>

### GRADE APPEALS

The professional responsibility for assigning grades is vested in the instructor of the course, and requires the careful application of professional judgment. A student wishing to appeal a grade must first meet with the instructor who assigned the grade to try to resolve the dispute. The process for grade appeals is set forth for the undergraduate and graduate programs are available at <https://education.asu.edu/student-forms-policies>

### HANDLING DISRUPTIVE, THREATENING, OR VIOLENT INDIVIDUALS ON CAMPUS

Students, faculty, staff, and other individuals do not have an unqualified right of access to university grounds, property, or services. Interfering with the peaceful conduct of university-related business or activities or remaining on campus grounds after a request to leave may be considered a crime.

All incidents and allegations of violent or threatening conduct by an ASU student (whether on- or off-campus) must be reported to the ASU Police Department (ASU PD) and the Office of the Dean of Students. If either office determines that the behavior poses or has posed a serious threat to personal safety or to the welfare of the campus, the student will not be permitted to return to campus or reside in any ASU residence hall until an appropriate threat assessment has been completed and, if necessary, conditions for return are imposed. ASU PD, the Office of the Dean of Students, and other appropriate offices will coordinate the assessment in light of the relevant circumstances. <http://www.asu.edu/aad/manuals/ssm/ssm104-02.html>.

## **PROHIBITION AGAINST DISCRIMINATION, HARASSMENT, AND RETALIATION**

Arizona State University is committed to providing an environment free of discrimination, harassment, or retaliation for the entire university community, including all students, faculty members, staff employees, and guests. ASU expressly prohibits discrimination, harassment, and retaliation by employees, students, contractors, or agents of the university based on any protected status: race, color, religion, sex, national origin, age, disability, veteran status, sexual orientation, gender identity, and genetic information.

Inappropriate conduct need not rise to the level of a violation of federal or state law to constitute a violation of this policy and to warrant disciplinary action/sanctions. All individuals identified in the Applicability section of this policy are responsible for participating in and assisting with creating and maintaining an environment at ASU free from all forms of prohibited discrimination, including harassment and retaliation. All individuals identified in the Applicability section of this policy are required to cooperate with any investigation of allegations of violations of this policy. Providing false or misleading information or failure to cooperate may result in disciplinary action.  
<https://www.asu.edu/aad/manuals/acd/acd401.html>

## **MILITARY PERSONNEL STATEMENT**

A student who is a member of the National Guard, Reserve, or other U.S. Armed Forces branch and is unable to complete classes because of military activation may request a complete or partial administrative unrestricted withdrawal or incomplete depending on the timing of the activation. For information, please see <http://www.asu.edu/aad/manuals/usi/usi201-18.html>.

## **MISSED CLASSES DUE TO UNIVERSITY-SANCTIONED ACTIVITIES**

Students who participate in university-sanctioned activities that require classes to be missed, should be given opportunities to make up examinations and other graded in-class work. However, absence from class or examinations due to university-sanctioned activities does not relieve students from responsibility for any part of the course work required during the period of the absence. The student should contact the class instructor to make arrangements for making up tests/assignments within a reasonable time.

The specific activity program coordinator (e.g., assistant athletics director for academic services, director of forensics, director of bands) should, as early as possible, provide the college-designated individual with the class schedule of any student who may be required to miss class because of a university-sanctioned activity.

Students should inform their instructors early in the semester of required class absences. Instructors should attempt to provide opportunities for equivalent work, either before or after the class absence, in accordance with any academic unit or college requirements, which may apply.  
<http://www.asu.edu/aad/manuals/acd/acd304-02.html>

## **TITLE IX**

Title IX is a federal law that provides that no person be excluded on the basis of sex from participation in, be denied benefits of, or be subjected to discrimination under any education program or activity. Both Title IX and university policy make clear that sexual violence and harassment based on sex is prohibited. The instructor is a mandated reporter and therefore obligated to report any information regarding alleged acts of sexual discrimination. An individual who believes they have been subjected to sexual violence or harassed on the basis of sex can seek support, including counseling and academic support, from the university. If you or someone you know has been harassed on the basis of sex or sexually assaulted, you can find information and resources at <https://sexualviolenceprevention.asu.edu/resources>

## **UNIVERSITY SERVICES**

### **DISABILITY ACCOMMODATIONS FOR STUDENTS**

Mary Lou Fulton Teachers College is committed to student success and ensures an inclusive learning environment for all students. Students with disabilities or disabling health conditions who need accommodations are required to document their condition with the Disability Resource Center <https://eoss.asu.edu/drc>. The Mary Lou Fulton Teachers College encourages admitted students with disabilities or disabling health conditions who believe that they may need an accommodation to register with the DRC prior to enrolling in the program. That way, all reasonable accommodations can be in place at the beginning of the program. Students who are registered with DRC will be key participants in establishing reasonable and appropriate accommodations with course instructors.

### **SI (SUPPLEMENTAL INSTRUCTION)**

SI seeks to help students process material presented in class through group facilitated discussion led by a trained peer (SI Leader) who has already successfully completed the course. More information will be available on Canvas. Students can receive tutoring for various courses through University Academic Success Programs (UASP). Refer to our website: <https://tutoring.asu.edu>.

### **TECHNOLOGICAL SERVICES AND SUPPORT**

The Mary Lou Fulton Teachers College encourages students to make use of technological services available through ASU to make their learning experience more efficient. Students with personal laptop computers or netbooks can connect wirelessly to the Internet and to printing services on all four campuses and some school sites. The following support services are available to support student computing needs.

#### **Student Purchases:**

Discounted pricing for students purchasing laptop or desktop computers is available at through the ASU bookstore or online. (<http://www.bkstr.com/arizonastatestore/shop/technology>)

#### **ASU Campus Classroom Connectivity:**

In-class use of laptops is encouraged by the Mary Lou Fulton Teachers College. In cases where students need to make presentations during class, most classrooms have the capability of allowing laptops to connect to classroom projectors. Mac laptops may require an adaptor. For collaborative work, social networking tools are provided to ASU students through a Google partnership, including Google docs, spreadsheets, presentations, forms, and sites.

**Hardware and Software Support:**

ASU 1:1 Technology Studios provide support to students on all four campuses for hardware, software, operating systems, security, networking, etc. (<https://ucc.asu.edu/techstudio/>)

## TUTORING

Tutoring is available on all ASU campuses and Online for a variety of courses in small groups on a walk-in/drop-in basis. Appointments are not taken. For a full list of sites and courses, visit <https://tutoring.asu.edu>.

MyApps provides free software tools including free virus scan software, online applications, and information about discounted software for purchase. Visit <https://myapps.asu.edu/home> for more information.

## WRITING CENTERS

One Center, Many Places: The Writing Center, located on all four ASU campuses and online, offers free tutoring for all enrolled students. All writers—all ASU undergraduate or graduate students—can benefit from visiting the Writing Center to:

- explore, plan, and develop ideas;
- organize and structure a paper;
- integrate and cite sources; and
- write, revise, edit, and proofread.

For more information about ASU's Writing Centers, including how to make an appointment, please visit our website at <https://tutoring.asu.edu/writing-centers>.

*This syllabus is subject to change at the discretion of the instructor and/or college. Every effort will be made to avoid changing the syllabus or course schedule, but the possibility exists that unforeseen events will make changes necessary. If so, changes will be communicated via ASU email and/or the course site.*

*Continued enrollment in this course assumes that you have read and understand the information outlined in the syllabus.*

CASE STUDIES ON  
DIVERSITY AND  
SOCIAL JUSTICE  
EDUCATION

Second Edition

PAUL C. GORSKI AND SEEMA G. POTHINI



ROUTLEDGE

*Case Studies on Diversity and Social Justice Education* offers pre- and in-service educators an opportunity to analyze and reflect upon a variety of realistic case studies related to educational equity and social justice. The accessibly written cases allow educators to practice the process of considering a range of contextual factors, checking their own biases, and making immediate- and longer-term decisions about how to create and sustain equitable learning environments for all students. This revised edition adds ten new cases to offer greater coverage of elementary education, as well as topics such as body-shaming, Black Lives Matter, and transgender oppression. Existing cases have been updated to reflect new societal contexts, and streamlined for ease-of-use.

The book begins with a seven-point process for examining case studies. Largely lacking from existing case study collections, this framework guides readers through the process of identifying, examining, reflecting on, and taking concrete steps to resolve challenges related to diversity and equity in schools. The cases themselves present everyday examples of the ways in which racism, sexism, homophobia and heterosexism, class inequities, language bias, religious-based oppression, and other equity and diversity concerns affect students, teachers, families, and other members of our school communities. They involve classroom issues that are relevant to all grade levels and content areas, allowing significant flexibility in how and with whom they are used. Although organized topically, the intersections of these issues are stressed throughout the cases, reflecting the complexities of real-life scenarios. All cases conclude with a series of questions to guide discussion and a section of facilitator notes, called 'Points for Consideration.' This unique feature provides valuable insight for understanding the complexities of each case.

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