EDUC 5335 Multicultural Populations
Spring 2015
University of St. Thomas
School of Education

Professor: Dr. C. Gardner
E-Mail: gardnecd@stthom.edu
Telephone Number: 832-244-3826
Date: January 25-May 7, 2015
Location: Malloy Hall 025
Time: 5:30-8:30pm
For Assistance: UST Education Department: Ms. Patty Lyerly, 713-525-3544; Malloy Hall UST IT Help Desk: 713-525-3544

REQUIRED TEXTS


GENERAL DESCRIPTION
The course examines the cultural context of relationships, issues, and trends in a multicultural and diverse society. An emphasis is placed on a knowledge base related to theories, skills, and models of diversity utilized in working with culturally diverse populations. Participants of the course are given opportunities to explore the impact of racial/ethnic groups on the social, economic, and political foundations of the United States and to examine their own cognitions, feelings, and behaviors regarding race, culture, and religious diversity.
EDUC 5335 Multicultural Populations will develop in students self and professional awareness. The course will challenge and support students to grow in their knowledge, abilities, and skills to work effectively with all their publics, including but not limited to communities, families, students, administrators, counselors, clients, teachers, staff, and supervisors. This course may result in some students feeling discomfort; students will be supported in their journey through painful realities, which are part of the experience of living in the United States.
This course will provide students with opportunities to examine and investigate educational needs in a culturally plural society. Although the course includes the universal view of multicultural theory, it takes the focused view, which holds that culture and diversity are different constructs. The theories and practices of the fourth force (Theories of Multiculturalism) are explored. The historical, philosophical, and psychological foundations of professionals in a pluralistic society are investigated by identifying and focusing on major racial/ethnic groups in the United States. The impact of the various identifiable racial/ethnic groups on the social, economic, and political foundations of the United States are also explored. At the same time, a point of view of this course is that race is a socio-political construct with no basis in biology. Students are given the opportunity to examine their own cognitions, feelings, and behaviors regarding race, culture, and diversity in order to be able to be effective educators with all populations in the United States in the 21st century.

SPECIFIC COMPETENCIES
Based on these competencies, students will work successfully:

1. To classify and analyze their feelings, attitudes, and perceptions toward varying cultural and diverse groups similar and different from them;
2. To demonstrate their ability to reflect on their own cultural history, land base, language, culture, gender, and traditions and be aware of how these impact their cognitions, feelings, and behaviors in their professional settings;
3. To develop the knowledge of salient content, which is related to understanding the historical experiences and characteristics of United States cultural and diverse groups;
4. To experience first hand environments unfamiliar to them in order to enhance their knowledge, abilities, and skills in settings commonly ‘different’ to them;
5. To understand that ‘different’ does not mean ‘deficient’-just simply different;
6. To practice interacting with unfamiliar people and settings in order to enhance feelings of comfort with unfamiliar people and in unfamiliar settings;
7. To hone their interpersonal skills in applying theories and practices of the fourth force;
8. To demonstrate respect toward the professor and other students by listening, appreciating, and nurturing multiple perspectives and points of view without taking such differences personally or becoming defensive;
9. To practice their understanding that respect for persons is the \textit{a priori} fundamental principle of ethical and moral action;
10. To act to reduce prejudice, discrimination, and racism and appreciate human differences and civil rights;
11. To realize situations in which ambiguity is present and address conflict directly and effectively;
12. To become conscious of legal, ethical, and professional behavior and practice these in this course and in their personal and professional lives.

BLACKBOARD USE
This course is face-to-face. The student must log-in to Blackboard on a weekly basis and regularly check their UST e-mail in order to stay current with the course. All course changes and announcements will be placed in the announcements section of Blackboard.

COURSE REQUIREMENTS
The following assignments are required to have been accepted as master’s level work in order to receive at least a B- in this course. The professor expects all assignments are submitted when required by the syllabus unless otherwise renegotiated in writing with a student.
A fundamental value in this course is students want to learn for learning’s sake and for professional development and that student pursue education for its own sake, not only for grades, prestige, or any other external motive.

**Attendance, Readings, and Engagement**

Students are expected to be present for and participate in all class discussions via Blackboard and in class. All readings are expected to have been completed in preparation of your midterm and final exams. Students are expected to be engaged in the class and group conversation. The assignments and the final examination are designed in such a way that students will be able to achieve master’s level work only when they have completed all reading assignments on time and have engaged in the conversations with other students and the professor in every class.

**Absence**

Absence, which means students are not present in class, as required, can result in the renegotiation of this contract. After two absences the student will be administratively withdrawn from the class. After the first absence, the professor and student will have a conference to discuss the future of the student’s enrollment in this class. This conference is not a guarantee of staying in the class; the student is expected to keep abreast of the readings and other responsibilities of enrollment in this class. Again, if a student is absent twice, the student will be administratively dropped from the course. If the time has passed when an administrative withdrawal can take place, unless students with one absence can be withdraw from the class, the grade for the class will be a failure. This is UST policy.

**Communication**

This is an online course. The professor is always available via e-mail and will try to answer all e-mail inquiries within 48 hours. In the event of extreme circumstances or emergencies, the professor has provided a contact number. The professor will make every effort to reply to all phone messages within 48 hours as well.

**Assignments**

All assignments will be written in APA style (referencing, citations, etc.), using Word, double spaced, Times New Roman, and 12-point. Students will submit electronic hard copies of written assignments on the day they are due according to the schedule. Submit all assignments via Blackboard in the designated Learning Module. You will receive all grades and feedback via Blackboard. There may be a combination of both individual and group assignments.

**Learning Communities**

Learning Communities are set-up to develop and enhance collaborative learning and the exchange of different ideas and viewpoints along with the various experiences others may bring to the group. It is imperative that you are able to work well with others in a group as well as individually.

**Book Assignments/Discussion Board**

Students are expected to be present for and participate in all Blackboard class discussions. If you do not post on Blackboard by the date designated, your assignment is considered late and is subject to receive no credit/points for your postings. Students are expected to be engaged in the class and group conversation.

**Individual Bb postings:** In this forum, you will discuss and address the prompt given. You should integrate your readings with your professional experiences. The discussion board is our place of student-to-student and student-to-professor interaction in Blackboard. Post something meaningful that caught your attention from your readings or something you read in relation to the topic. Your posting should vary from 8-10 lines minimum and contain academic language and all sources...
must be cited in order to receive points/credit. Discuss your answers to the questions posed in the assignment. After your initial posting, you then respond to at least two peers. You may have more but minimum is three total for each thread. Keep in mind the assignments and the final examination are designed in such a way that students will be able to achieve a passable grade when they have completed all reading assignments on time and have engaged in the conversations with other students and the professor in every class. Students must be able to navigate Black board and its related features. All e-mail communication for the professor must be sent using your stthom.edu e-mail account. You will also be able to keep an account of all grades via Black board.

Assignments

1. Collective Memory Cultural Story. Students will write a 2-3 page paper (cover to cover including title page) and create a visual presentation. Students will write their own cultural story as it pertains to your collective memory. Your story should cover the following:

   1. What event/situation/experience/role-model/memory first defined you as to who you are as part of a cultural/racial/gender/social/etc. group? What memory or memories first defined who you are today? Were they positive/negative/both? What transpired? When? How? Who were the key players? How did you know you were Asian? Black? Hispanic? Native American? Middle Easterner? White? Etc? Your story may take any direction you wish to recount/relive and retell.

   2. Reflect on what you wrote, recalled and what memories were brought to surface. This portion should explain your feelings, emotions, thoughts, ideas, and things you learned from writing your collective memory cultural story. In short, what did you learn about yourself that you had not thought about before or considered?

   3. Send your assignment to the designated drop box in the appropriate Learning Module and submit your visual presentation to the designated Discussion Board. Make sure to read the directions in each Discussion Board and Drop Box as it may contain additional instructions and/or follow-up discussion questions to answer.

   • Remember: You must address all parts of the assignment to receive credit

2. Theories Assignment. You will complete the following task by writing a short 2-3 page paper (cover to cover including title page and references) and create a PowerPoint or other media presentation utilizing the text and additional resources on one of the theories of your choice (See list below):

   1. Select one theory from the list provided and have your team representative submit your chosen theory in the designated area on Discussion Board. The representative should state the chosen theory and list the team member’s names. You should check to see if your theory has been taken prior to submitting one.

   2. Explain the theory and give an operational definition as your group understood it, not the author’s words

   3. Speak on the strengths as well as the limitations of this theory

   4. How can this theory help educators become more sensitized to people who are unlike themselves?

   5. Send your paper assignment to the designated drop box in the appropriate Learning Module.

   • Remember: You must address all parts of the assignment to receive credit
List of Theories

Antiracist Theory
Assimilation Theory
Deculturalization Theory
Pluralism Theory
Hegemony Theory
Cognitive Dissonance Theory
Conflict Theory
Multicultural Counseling Theory
Feminist Theory
Deficit Theory
Choice Theory
Allports Social Contact Theory
Acculturation Theory
Cultural Deprivation Theory
Critical Race Theory
Cultural Discontinuity Theory
Ambivalence Amplification Theory
Critical Theory
Social Construct Theory
White Racial Identity Theory
Melting Pot Theory
Labeling Theory

3. Court Cases or Acts. You will complete the following task by writing a short 2-3 page paper (cover to cover including title page and references) and create a PowerPoint or other media presentation utilizing the text and additional resources. You will drop the paper in digital drop box in the assigned module. You may review the rubric and will receive feedback and grades via Blackboard.

Complete the Following:

1. Select a legal court case or Act from the list (See Below)
2. Research on your case or Act and briefly summarize it
3. Reflect on what you found interesting about this case or Act
4. How did the law protect the status quo of its time?
5. How do you believe this decision has affected the mind set of many people today as it relates to what happened back then? (What was the consensus or discussion of your group? Were you all in agreement? What were some of the group's views?)

List of Cases and Acts

Dread Scott v. Sandford (1857) Plessy v. Ferguson (1896)
Indian Removal Act (1830) Chinese Exclusion Act
Taka Ozawa v. United States U.S. v. Bhagat Singh Thind
Delgado v. Bastrop ISD Hernandez v. Texas
Cisneros v. Corpus Christi Civil Rights Act of 1866
Immigration Reform Bill Robinson v. Memphis
United States v. Cruikshank Jim Crow Laws
Bolling v. Sharpe **Possible other topic with approval

*Remember: You must address all parts of the assignment to receive credit*

4. MID-TERM and FINAL EXAMINATIONS

The Midterm exam covers material from module one until the week before the exam. The Final Exam covers material starting after the midterm until the end. The exams are essay style and/or short answer application. There will be no regurgitation of what students have learned. Application of content and process as experienced in this course will be expected. Cases, dialogues, and reflections may be part of the essays. Integration, creativity, and depth are
indications of graduate level work. This will be a timed assignment. You must complete the exams in one sitting. Please ensure that all electronic equipment is in complete working order and ensure a location with minimum distraction.

EVALUATION/GRADING

Class assignments:

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<thead>
<tr>
<th>Assignment</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>Bb Discussions/Postings</td>
<td>15%</td>
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<tr>
<td>Theories Paper</td>
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<tr>
<td>Court Cases Paper</td>
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<tr>
<td>Collective Memory Story Paper</td>
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<td>Midterm Exam</td>
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<td>Final Exam</td>
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<tr>
<th>Alpha</th>
<th>Lowest</th>
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<th>Range</th>
<th>Grading and Point Equivalents</th>
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<tbody>
<tr>
<td>A</td>
<td>95</td>
<td>100</td>
<td>6</td>
<td>Unusual and superior achievement</td>
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<tr>
<td>A-</td>
<td>90</td>
<td>94</td>
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<td>B+</td>
<td>86</td>
<td>89</td>
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<td>B</td>
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Master’s Level Work is substantively and qualitatively more complex than Bachelors Level Work. It is never “from a book,” for example, demonstrative of having memorized lists or thoughts unchanged from a book. It shows depth, integration, and creativity. Depth requires showing understanding of complexity, comfort with ambiguity, or understanding uncertainty. Master’s Level Work integrates the domain of the course with students’ lived experiences both personal and
professional. Creativity is demonstrated when students enhance scenarios or call up lived experiences related to the issues under consideration. Master’s Level Work demonstrates the ability to look within oneself, for example, reflecting on one’s own culture and how it influences one or engaging in meta-cognition regarding the history of oppression, privilege, racism, sexism, etc.

Incompletes are given only at the discretion of the professor for reasons considered serious. Only hospitalization or other equally serious life experiences can postpone an assignment or examination. Again, the final decision rests on the professor of record.

PEDAGOGY

EDUC 5335 Multicultural Populations uses a Freirian model as its pedagogy. Consequently, the professor believes students and professor have equal responsibility for the success of this course. Our roles are different; our responsibilities are equally significant. In addition, the professor believes life experiences brought to the table in conversation are essential contributions to the development of the knowledge, abilities, and skills needed to succeed in this course. The role of the professor is to come to the Bb discussion prepared and to facilitate conversation, and keep the conversation on topic. The role of students is to come to the Bb discussion completed and pondered the readings in order so we can have a scholarly conversation with classmates and professor and can integrate the readings with their professional lives and lived experiences along with additional research.

LANGUAGE DIVERSITY

The University of Saint Thomas values the speaking of one or more than one or two languages. The Masters programs at the University of Saint Thomas are especially sensitive to issues of language diversity, both on behalf of students for whom English is not their first language and in preparation to work with students for whom English is not their first language. The Tutoring Center is always available to assist students who might need help with written English. In addition, it is recommended students who are monolingual, bilingual or multilingual bring these gifts to the table in their journey through this course and the Master of Education Program.

RETENTION

For retention in EDUC 5335 Multicultural Populations and the School of Education at the University of Saint Thomas “candidates must continue to demonstrate academic qualities, personal and social qualities, and physical and mental health indicators of fitness for the profession” (University of Saint Thomas School of Education Catalog 2006-2008, p. 4)

This online class functions on the honor system. Students are expected at all times to meet the requirements of the honor system. The professor has the discretion to fail students who violates the honor system.

Integrity is the most important quality for success in this class and in the School of Education at the University of Saint Thomas. Integrity requires students to be authentic and honest in all academic, professional, and affective work. Integrity implies students become familiar with and practice at all times the Codes of Ethics of their professions.

Professionals perform their service in an environment of trust. They have the potential to do great good and great harm. Integrity is absolutely essential for the adequate performance of their profession. Consequently, the professor has the discretion to fail in this course or dismiss from this course students who violate the honor system, integrity, plagiarism. Dismissal is not limited to academic dishonesty and plagiarism.
**Plagiarism** is taking credit for any thought, idea, written or spoken work that does not come from the student. When writing any paper, reference information, websites, books, etc., if a student paraphrases, then the reference must be given. If a student quotes, quotation marks plus reference and page number(s) must be given. There must be a one-to-one correspondence between what is cited in the body of the text and what is placed on the reference page. It is very tempting to copy and paste works from the internet, borrow the work of friends, rephrase another paper that students have written in the past, or change a few phrases here and there. Students are required to meet the standards explained in the APA Manual (2010) regarding avoiding plagiarism. **Plagiarism is a serious offense that will result in students’ failing the course, being dismissed from the School of Education as well as from UST.** Plagiarism is a serious violation of integrity. It is not tolerated in the School of Education. Students who engage in plagiarism have demonstrated that they do not have the moral standards necessary to be trusted.

**AMERICANS WITH DISABILITIES ACT**

In accordance with Section 504 of the Federal Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990, the professor will make all possible and reasonable adjustments in policies, practices, services, and facilities to ensure equal and optimal educational programs and activities. Whenever a special accommodation is necessary in order to ensure access to full participation by students with disabilities, the student must inform the professor of any disability or needed accommodations.

The University Office for ADA Compliance may ask to seek proof of disability and specify accommodations as requested by students. Students contact the professor immediately if they have needs. All information is confidential. Students should contact the professor before class or request time to discuss any matters. Any student with documented special needs requiring academic adjustments or accommodations for enhancing potential for success in this course is requested to contact to me during the first two weeks of class. In addition, students with special needs will contact the Office of Counseling Services for Students with Special Needs by calling 713-525-3162 or 6953. The accommodations will become official when the professor receives word in writing from the officer in charge of ADA compliance.

**Social Justice Tenets of the Catholic Church and University of St. Thomas**

Selected social justice teachings of the Catholic Church are used to inform the School of Education programs. As educators, the tenets of social justice should play a pivotal role in decision-making strategies in Catholic, private, and public schools of all levels.

• **Subsidiarity:** Educational institutions should be organized and governed as much as possible by the community being served; education should only be controlled at higher levels of society when it cannot be done effectively locally.

• **Dignity and rights of children:** Children possess full human dignity and are bearers of rights which should be recognized and upheld in the educational process.

• **People have a right to an education:** All people have a responsibility, for the good of society, to contribute to and foster education.

While these three keystones of social justice teachings are present throughout the coursework, they are specifically addressed through scenarios, case studies, and role playing activities at the undergraduate and graduate levels.
Class Etiquette
Please leave all cellular phones in the car or turn them off during class. Visiting Facebook, Instagram, Vines, Snapchat, Twitter, IM, personal email accounts, texting, surfing, etc. will result in an automatic grade deduction from your final grade for each infraction. Avoid discussions and disruptions while the professor and/or your colleagues are talking and/or class presentations or lectures are in progress. As a classroom teacher, you expect your students to listen attentively during lessons and directions; I expect nothing different from you as students in this class. Violations of any of these class etiquette procedures will result in a whole grade deduction from your overall final grade for each time you are informed verbally or via email.

TOPICAL OUTLINE-
Course assignments are subject to change on short notice. All changes will be communicated in writing via Blackboard
**These readings are expected to have been completed at the time class begins. These readings include those posted on Blackboard in the Course Documents.

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<thead>
<tr>
<th>Learning Module</th>
<th>Day/ Date</th>
<th>Instructional Focus</th>
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| Orientation Module | 1/15/15 | - Read the syllabus in its entirety.  
- Email the professor your name and contact information  
- Make note of your assignments and when they are due.  
- Introduce yourself in Discussion Board. Get to know the persons you will be working with for the semester. (This will account for attendance) |
| LM1 Individual Attitudes and Interpersonal Relations and Understanding Ourselves and Others” | 1/22/15 | - Read Chapter 1 and 2  
- View the Lecture in the Learning Module  
- (Individual Response) Discussion Question: Post on one of the following based on what you read: (make sure to indicate which topic you are posting on and address the colleague to who’s post you are responding in the subject heading)  
  - Inconsistencies between values and behaviors  
  - How perceptions vary among cultural groups; as well how prejudices are formed, manifested and carried out  
  - How difference is not deficient just different based Following your initial post, You will respond to at least two peers post and give your reaction to their post along with any other research based factors that may validate your stance on the topic.  
  - Note all initial post will be due on Monday s@ 11:59pm and responses are due by 5:00pm Thursdays (the day of class) Ex. Initial post for DB 1 is due 1/12/15 @ 11:59pm and all responses are due by 5:00pm Thursday 1/15/15 |
- Read: Article: “Brother and Sisters to Us”  
- Read: Spring (2010) – Chapter 1 “Deculturalization and the Claim of Racial and Cultural Superiority by Anglo-Americans”  
Discussion Board: Based on the readings:  
1) The complexities in communication among genders, cultural groups, Socio-economic status and the conflicts that may arise  
2) How is Deculturalization evident today in the 21st Century?  
3) Provide a summary of “Brother and Sisters to Us”; and your reflections and reactions to the article  
*DB questions are to be submitted in the appropriate Discussion board section of Bb. Sections in DB will correlate with the question posed.*
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<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Assignment</th>
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| 2/5/15   | LM3 Immigrants and Oppression                                         | Read Chapter 4 Koppelman (2014): “Immigrants and Oppression: The Assault on Cultural and Language Diversity”
<p>|          |                                                                      | Read: Article: “Strangers No Longer”                                                            |
|          |                                                                      | Read: Spring (2010) – Chapter 2                                                                |
|          |                                                                      | “Native Americans: Deculturalization, Schooling, and Globalization”                            |
|          |                                                                      | View the Lecture                                                                                |
|          |                                                                      | <strong>Discussion Question:</strong> Based on the readings:                                                |
|          |                                                                      | 1. How has the tenants of Xenophobia and Nativism hurt our relationships with people who are unlike ourselves?|
|          |                                                                      | 2. Provide a summary of reactions/personal reflections to the article “Strangers No Longer”      |
|          |                                                                      | 3. Provide a summary of the chapter on “Native Americans” by Spring                           |
| 2/12/15  | LM4 Race and Oppression: The Experiences of People of Color in America| Read Chapter 5 Koppelman (2014) : “The Experiences of People of Color in America”                |
|          |                                                                      | Read Article: ”What We have Seen &amp; Heard”                                                       |
|          |                                                                      | View Lecture                                                                                   |
|          |                                                                      | <strong>Collective Memory Story Due!!</strong>                                                              |
|          |                                                                      | Read: Article: “Religious Liberty” by Joslyn Ogden                                             |
|          |                                                                      | View the Lecture                                                                                |
|          |                                                                      | <strong>Discussion Question:</strong> Based on the readings:                                                |
|          |                                                                      | 1) Summarize Chapter 6 “The Struggle for Religious Freedom” What are some of the similarities of then to now based on what you read? What is occurring today that is similar to back then? |
|          |                                                                      | 2) Your groups summary, thoughts/reflections on the article “Religious Liberty”                 |
| 2/26/15  | LM6 Mid-Term Exam                                                    | The exam will cover LM1-LM5.                                                                     |
|          |                                                                      | Check out sample questions and review terms.                                                    |
|          |                                                                      | You have 3 hours to complete the assigned tasks.                                               |
|          |                                                                      | Select a situation with no distractions or interruptions.                                       |
|          |                                                                      | When you complete the exam, hit the SUBMIT button.                                             |
| 2/26/15  | LM7 Rejecting Oppressive Relationships: The Logic of Cultural Pluralism for a Diverse Society | Read Chapter 7 Koppelman: “Rejecting Oppressive Relationships”                                   |
|          |                                                                      | Read: Spring (2010) – Chapter 4 “Asian Americans: Exclusion and Segregation”                   |
| 3/5/15   | LM7 Rejecting Oppressive Relationships: The Logic of Cultural Pluralism for a Diverse Society | <strong>Discussion Question:</strong> Based on the readings:                                                 |
|          |                                                                      | Summarize the two chapter readings and address the following:                                  |
|          |                                                                      | 1. Why do certain people feel they have to ‘oppress’ others?                                   |
|          |                                                                      | What is the ultimate goal?                                                                     |
|          |                                                                      | Based on your readings from the Spring book, what are some thought provoking examples of this oppression and its outcome? |</p>
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<thead>
<tr>
<th>Date</th>
<th>Event Description</th>
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<tbody>
<tr>
<td>3/9/15 - 3/13</td>
<td>Spring Break</td>
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<tr>
<td>3/19/15</td>
<td>LM8 Confronting a Legacy of White Domination in America</td>
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<tr>
<td>3/26/15</td>
<td>LM9 Sexism: Where the Personal Become Political</td>
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<tr>
<td>April 2-5, 2015</td>
<td>Easter Break</td>
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<tr>
<td>4/9/15</td>
<td>LM10 Heterosexism: Transforming Homosexuality from Deviant to Different</td>
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<tr>
<td>4/16/15</td>
<td>LM11 Classism: Misperception and Myths About Income, Wealth, and Poverty</td>
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<tr>
<td>4/23/15</td>
<td>Spring Book Chapter 6</td>
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<td>4/30/15</td>
<td>Spring Book Chapter 7</td>
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<td>4/30/15</td>
<td>Pluralism in Schools and Society</td>
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<tr>
<td>5/7/15</td>
<td>Final Exam</td>
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**LM8 Confronting a Legacy of White Domination in America**
- Read Chapter 8: Racism: “Confronting a Legacy of White Domination in America”
- Read: Article: White Privilege by Peggy McIntosh
- View Lecture
- **Theory Paper Due!!**

**LM9 Sexism: Where the Personal Become Political**
- Read Chapter 9 Koppelmann (2014): “Sexism: Where the Personal becomes Political”
- Spring (2010) – Chapter 5 Hispanic/Latino Americans: Exclusion and Segregation
- View Lecture
- **Discussion Question: Submit two post on the two readings:**
  1. Is sexism alive and well today in the 21st Century? How so?
  2. Personal reflections on the Spring reading

Following your initial post, you will respond to at least two peers post and give your reaction to their post along with any other research based factors that may validate your stance on the topic.

**Easter Break**

**LM10 Heterosexism: Transforming Homosexuality from Deviant to Different**
- Read Chapter 10 Heterosexim Koppelman (2014): “Transforming Homosexuality from …..”
- Read Article: “Always our Children/Siempre Nuestros Hijos”
- View the Lecture

**LM11 Classism: Misperceptions & Myths About Income, Wealth, and Poverty**
- Read Chapter 11 Koppelman
  - “Classism: Misperceptions & Myths about…..”
- Read Article: “A Decade After ‘Economic Justice for All’
- Read Article: “Why Ruby Payne is a Pain”

**Spring Book Chapter 6**
- Read: Spring (2010) – Chapter 6 The Great Civil Rights Movement and the New Culture Wars
- View Lecture

**Spring Book Chapter 7**
- Read: (2010) – Chapter 7 Twenty-First Century: Post-Racial Society?

**Pluralism in Schools and Society**
- Read Chapters 13 & 14 Pluralism in Schools & Society
- Study for Final Exam

**Final Exam**
- Exam availability date will be announced via Blackboard
- Final Exam covers all materials LM7 to LM11. All material from after midterm in essence.
- You have 2 ½ hours to complete
- Select a situation with no distractions or interruptions
- When you complete the exam, hit the SUBMIT button