# EDUC/BIE DL 3339 A Multicultural Populations

**School of Education**

<table>
<thead>
<tr>
<th><strong>Professor</strong></th>
<th>Randy Soffer, Ph.D.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Course</strong></td>
<td>Multicultural Populations- EDUC/BIE-DL 3339A (&amp; EDUC 5335)</td>
</tr>
</tbody>
</table>
| **Office Hours** | University of Saint Thomas  
Malloy Hall 124  
By Appointment |
| **E-Mail** | sofferr@stthom.edu |
| **Telephone Number** | 713-942-5922 (office)  832-928-6761 (mobile) |
| **FAX** | 713-525-3871 |
| **Place and Time** | Art Gallery  
Monday-Friday  1:00 pm-4:00 pm  
January 19-31, 2017 |

### REQUIRED TEXT

### GENERAL DESCRIPTION
**EDUC/BIE-DL 3339A 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.

**Social Justice Tenets Guiding this Course**
The content and goals of this course are consistent with three tenets of Catholic social justice teaching that inform the School of Education programs.

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

This course can help foster a greater appreciation of diverse populations. This appreciation can impact the lives of all people, including those who are disadvantaged and traditionally underserved, and at-risk. The Catholic Social Justice Tenets putting the needs of the poor and vulnerable first underscores the importance of personalizing instruction that better meets all students’ needs to promote the elimination of poverty and discrimination.

### SPECIFIC COMPETENCIES

Based on these competencies, students will work successfully:

1. To classify and analyze their own 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 firsthand environments unfamiliar to them in order to enhance their knowledge, abilities, and skills in settings commonly unfamiliar to them.
5. To practice interacting with unfamiliar people and settings in order to enhance feelings of comfort with unfamiliar people and in unfamiliar settings.
6. 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.
7. **To practice their understanding that respect for persons is the a priori fundamental principle of ethical and moral action.**
8. To act to reduce prejudice, discrimination, and racism and appreciate human differences and civil rights.
9. To realize situations in which ambiguity is present and address conflict directly and effectively.
10. To become conscious of legal, ethical, and professional behavior and practice these in this course and in their personal and professional lives.
11. **Professionals pursue education for its own sake, not for grades, prestige, or any other external motive.**

### COURSE REQUIREMENTS

The following assignments are required to have been accepted as undergraduate 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.

***You must maintain a B- or better in order to student teach and pass this course!***

A fundamental value in this course is students want to learn for learning’s sake and for professional development and students 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. All readings are expected to have been completed at the time class begins. Students are expected to be engaged in the class and group conversation. **The assignments are designed in such a way that students will be able to achieve university 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**, which means students are not physically present in class, can and will result in the renegotiation of this contract. After one absence, the student will be administratively withdrawn from the class unless the professor believes the absence is excusable-no exceptions! As such, the student is expected to keep abreast of the readings and other responsibilities of enrollment in this class. Again, if a student is absent once, the student will be administratively dropped from the course. If the time has passed when an administrative withdrawal can take place, the grade for the class will be a failure. This is UST policy.

**Promptness**, which means a student entered the classroom before the professor begins the class, is expected of students. **The professor may take any action he thinks is just when a student is tardy more than once.** After the first tardy, the student will lose 5 points from their overall final grade for each tardy.

If students are going to be absent or tardy, students will e-mail or phone the professor as soon as students know it will be necessary to be absent or late. Any discussions will happen right after not a week later. The responsibility lies on the student to seek the professor out and have a conversation about anything s/he feels is vital to his/her performance.

A maximum of 18 points will be awarded for attendance, readings, and engagement.

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**GENERAL INFORMATION FOR SUCCESS IN THIS CLASS**

**Class Etiquette**
Visiting Facebook, MySpace, 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 will result in a grade deduction from your overall final grade for each time you are informed by email.

**Academic Misconduct**
All work completed for this class must be original. Each individual is expected to think, write, reflect, and question concepts presented in class. Students who commit academic misconduct, including plagiarizing work (copying or borrowing heavily from published materials) or copying or borrowing heavily from another student’s work will fail this class. The university holds Academic Misconduct as a serious and punishable infraction.

**Plagiarism** is taking credit for any thought, idea, or work that does not come from the student. Plagiarism is a serious offense that will cause a student to fail the course and can lead to steps of dismissal from this class or UST. 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.

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. Students who engage in plagiarism will be failed for this course and possible dismissal from the School of Education is left to the discretion of the professor.

Community of Learners
As a community of learners at UST, we must create an atmosphere of honesty, fairness, and responsibility, without which we cannot earn the trust and respect of each other. Furthermore, we recognize that academic dishonesty detracts from the value of an UST degree. Therefore, we shall not tolerate lying, cheating, or stealing in any form and will oppose any instance of academic dishonesty. We can agree to disagree but we will appreciate and respect one another.

Tips on how to be successful in class:
- Come to each class prepared - do the assigned homework and bring materials to share and discuss.
- Share ideas orally or hand in articles that relate to the topics being studied in class.
- Speak up during discussions of the chapter or other assigned work.
- Listen to the ideas of others and respond positively.
- Be open-minded and help those that need help.
- Attend all classes and contribute to each class by speaking, discussing class issues, etc. One must come to class prepared and energetic. Sitting quietly is not contributing.
- Have a positive attitude.
- Be quiet and sensitive when others are sharing their ideas.

Assignments
All assignments (outside of class) will be written in APA style, using Word, double spaced, Times New Roman, and 12-point. Students will submit all assignments on the day they are due electronically to sofferr@stthom.edu. Once I have received your work, I will respond with a simple ‘thank you’ indicating I received your assignment. If you do not get a ‘thank you’ I did not receive your work. Documents that you submit should have your name on them.

Pick 3 Assignment. For each daily reading assignment, you will do one of these assignments. Except for the first one that you will do as a group activity, you are expected to complete each reading assignment and Pick 3 assignment prior to the class for which the reading assignment is assigned in the Course Schedule section of this syllabus.

- Pick 3 assignments will give you an opportunity to actively process and reflect on your reading assignments concisely and briefly. As you are reading, be thinking about the concepts, issues, ideas, and facts that you find most interesting, troubling, helpful, surprising, exciting, or confusing.
- Please pick 3 concepts, issues, ideas or facts from each reading assignment to include in your Pick 3 assignment. In one sentence please indicate your ‘reaction’ (e.g., surprise) to
each of your three concepts, issues, ideas, or facts. In one sentence, please indicate why
you had your reaction to each of your three concepts, issues, ideas, or facts. Your
selected categories of reaction can be the same or different in any one assignment. For
example, your Pick 3 assignment could include only ideas that you found helpful or a
combination of ideas that you found interesting, helpful, and troubling.

- An example of a Pick 3 assignment for the chapter on pluralism in schools might be— I was
  surprised that 84% of public school teachers are white. Based on our current US
  population demographics and my own observations in schools, this number seems high to
  me.
- Pick 3 assignments can be hand written or words processed and are due at the class on the
date each chapter is discussed. Because of the fast paced nature of this class, no late
assignments will be accepted.

- Each Pick 3 assignment has a value of three (3) points. Thus, for the nine (9) Pick 3
  assignments that you will be completing, the total points of this assignment for the course
  are 27 points.
- Grading for this assignment is based on the extent to which the above Pick 3 assignment
  expectations are met (50%) and the clarity/thoughtfulness of responses (50%).

Controversial Issues Assignment. This assignment is a team activity involving one or two of your
classmates besides yourself. The assignment involves your team presenting on the different
perspectives or sides of your controversial issue using video, text, photos, and/or other media in
your presentation. After making a case for both sides of your issue, your team should then lead
a class activity (i.e., responding to a case study, debate, role-playing situation, etc.) that
addresses your issue. Lastly, your team should lead a class discussion on aspects of your
controversial issue using three questions to accomplish this. Time will be given in class for your
group to work on this assignment.

Fortunately or unfortunately, there are a number of such controversial issues when it comes to
multicultural populations. The controversial issues for this course that we will focus on are as
follows—

- Which religious group had/has it worse when it came/comes to acceptance by the dominant
  American culture—the Jews, Catholics, or Muslims? (you will pick two groups to
  represent—see chapter 6)

- Which is the right path for America- Anglo conformity or a pluralistic society? (see chapter
  7) For this topic, you will role play a conservative Republican Presidential candidate’s team
  and role play a liberal Democratic Presidential candidate’s team in the debate—of course,
you will have to research their positions before debating.

- English Only—a good idea or a bad idea? (see chapter 4)

- Essentialism in education vs. multicultural education—addressing curriculum and instruction
  (i.e., what should be taught and how it should be taught)? (see chapter 13)

- Illegal Immigrants—should they only have to pay in-state college tuition?

- Build the wall/deport illegal immigrants OR don’t build the wall/deport illegal immigrants?
• School restroom use—should it be based on birth certificate gender or the student’s gender identity?

• Other—get approval of your professor on an issue not listed above, and you are good to go on your topic

You will select one of the above controversial issues. Each team is expected to research its issue in the assigned readings and from other resources. You should build a case for each side of your controversial issue and present these sides of your issue to your classmates—followed by your class activity and class discussion with your team’s three discussion questions.

Team members should make as compelling a case as they can for each side of their controversial issue. Following your team’s presentation of both sides of your controversial issue, questions from nonparticipating classmates will also be an option.

At the conclusion of your team’s presentation, activity, and class discussion, your classmates will indicate what impressed them about your team’s issue presentation, what they found interesting/helpful from your issue presentation, and what they would like to learn more about or what questions they have relative to your issue presentation.

It is expected that your team presentation, activity, and class discussion should be 40 to 50 minutes long time wise.

Presentations will be graded based on the length of your presentation (10%) the depth and thoroughness of your team’s presentation on the two sides of your controversial issue that includes the first four criteria in the assignment grading rubric (60%) and the extent to which your presentation and discussion questions generated classmate participation and engagement (15%). Students’ grades on this assignment will also be based on the completion of a reflective paper, due the class following your presentation (15%). The reflective paper should indicate what was your biggest ‘take-away’ for your research on your controversial issue, what worked well in your presentation, what didn’t work so well, and what you would do differently the next time, if you would have to take this course again. It is expected that your paper will be about a page and a half word-processed long.

The total number of points for this assignment is 20 points. Thus, up to 17 points will be awarded for your presentation, activity, and discussion and up to 3 points will be awarded for your reflective paper.

Please see the grading rubric for this assignment in the syllabus section of Bb for details on the grading criteria for this assignment.

Controversial issue teams will be organized in class #1. There will be only one team per issue. Thus, once an issue is selected, it will no longer be available.

Immigrant Group Assignment: How Were/Are They Treated? For this assignment, you will work with your controversial issues teammate(s) on the African American team, the Hispanic team, the Muslim team, or the Asian team. Topics will be decided in class #1. Time will be given in class for your group to work on this assignment.

Each team will work together to respond to the following questions for its immigrant group-
1. What are the common misperceptions/myths are related to your group? To answer this question, you will need to do some research on the myths you identify to become a myth buster (not to be confused with a ghost buster).

2. In the past, in what ways was your group enslaved, segregated, discriminated against, diminished or de-cultured by the dominant majority culture in America in general and in US schools in specific? What events, if any, helped change the negative treatment of your group?

3. Has your group reached the point now that its heritage no longer determines its position in American society? Do the children of your group now have equal opportunity in public schools in the US? Why or why not?

Your team’s responses to the above questions will be the focus of a team presentation that your group will make in one of the last four meeting dates of this course. ‘Straws’ will be drawn to see which team presents on which date.

Back by popular demand--Please conclude your presentation with a ten item quiz for your classmates addressing what you believe to be the key concepts or ideas related to your presentation topic. Please conduct your quiz using Kahoot or a similar online tool involving classmates’ smart phones/tablets.

Presentations can include guest speakers (your instructor will be glad to help you with this), video clips of movies, TV shows, or photos to make your point about present time attitudes and former time attitudes. Please also feel free to use role play, talk shows with interviews of experts or other persons, dramatizations, or a puppet show to depict attitudes or your group members or others’ attitudes towards members of your group. Groups in the past have also used a creative ‘human timeline’ of major developments for their immigrant group, dressed up as key persons related to their topic, and created songs. You can also include print materials in your presentation—including references to current or past literature, magazine/newspaper advertisements, etc. to help make your points. Other artifacts, only limited by your imagination, may also be used. You are also encouraged to use interactive activities with classmates in your presentation.

Presentations should be 40-50 minutes in length— longer if you bring in one or more guest speakers (please check with your instructor if you plan to involve a guest speaker). Grading will be based on the accuracy of content, creativity of presentation, and the extent to which your classmates are engaged in your presentation. There are a total of 20 possible points for this assignment.

Lastly, you will need to select one of the following three assignments to complete. These assignments are due by Wednesday, March 1st. Late assignments will not be accepted.

A. Cultural Diversity Self-Assessment. For this assignment you will complete a cultural diversity self-assessment inventory provided by the instructor. After completing this inventory, you will analyze your responses to the following questions:

1. How do you feel about the results of your self-assessment in general? Do your results in general seem accurate to you? Why or why not?
2. What questions on the inventory stuck out for you? Why?
3. Which statements are you most comfortable with? Why?
4. Which statements are you least comfortable with? Why?
5. Did you improve from your pre to post assessment? Why do you think you improved or did not improve from your pre to post assessment?
6. Regardless of whether or not you improved, how might you work on improving your cultural self-awareness?
7. Do you believe that the inventory is a good way to gauge persons’ appreciation of cultural diversity? Why or why not?

The grading criteria for this assignment are that your responses to the above questions should be under question headings and your responses should be 2 to 3 double-spaced pages in length (50% of grade). Additional grading criteria are the thoughtfulness and thoroughness of your responses to each question (50% of grade).

A. Genogram Assignment. Students will prepare a three-generation genogram followed by a reflection paper of no more than three pages total. The first part of the reflection paper will include how the significant people represented in the genogram influenced any of the following: students’ development of self; of culture, your traditions, language, gender, your self-esteem, beliefs, values, politics, education, race, etc. The second part of the reflection paper will discuss the following: how your culture and personal background will influence how you work with students that are different than you and how your personal beliefs and values will influence how you interact with teachers, parents, staff, etc. who come from different cultures from your own.

B. Collective Memory Cultural Story. Students will write a paper of no more than three pages. Students will write their own cultural story as it pertains to your collective memory. The first part could cover the following: 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(ies) 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. The second portion should be a reflective part 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?

The total number of points for your selected assignment is 15.

EVALUATION/GRADING

EDUC/BIE-DL 3339 Multicultural Populations uses a modified contract system for grading. This agreement can be renegotiated at the discretion of the professor at any time. Students must have a B- or better in order to pass this core requirement class.

Class Assignments: Due Dates:

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Percentage</th>
<th>Due Date</th>
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<tbody>
<tr>
<td>Pick 3 Assignments</td>
<td>27%</td>
<td>(on-going)</td>
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<tr>
<td>Attendance-Read-Engagement</td>
<td>18%</td>
<td>(on-going)</td>
</tr>
<tr>
<td>Controversial Issue</td>
<td>20%</td>
<td>(class date of assigned topic)</td>
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</table>
Choice of one of three assignments -

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<thead>
<tr>
<th>Immigrant Group</th>
<th>20% (class date of assigned topic)</th>
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<tbody>
<tr>
<td>Self-asses/analysis or</td>
<td>15% (March 1, 2017)</td>
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<tr>
<td>Cultural Story or</td>
<td>15% (March 1, 2017)</td>
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<tr>
<td>Genogram</td>
<td>15% (March 1, 2017)</td>
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Grade | Grade Points | Numeric Range Set by Instructor |
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<tr>
<td>A</td>
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<td>A-</td>
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<td>63 and below</td>
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PEDAGOGY

EDUC/DL 3339 Multicultural Populations uses a Freirian model as its pedagogy. Consequently, the professor believes that 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 class prepared and to facilitate conversation, pace the class, and keep the conversation on topic. The role of students is to come to the table having completed and pondered the readings in order they can have a scholarly conversation with their classmates and professor and can integrate the readings with their professional lives and lived experiences.

LANGUAGE DIVERSITY

The University of Saint Thomas values the speaking of more than one language. The University of Saint Thomas is 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 professor is always available to assist students who might need help with written English. In addition, it is recommended that students who are bilingual or multilingual bring these gifts to the table in their journey through this course and in their professional career.

RETENTION

For retention in EDUC/DL 3339 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 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 violate 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. You 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 their integrity. Dismissal is not limited to academic dishonesty and plagiarism.

**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 can see the professor before or after class or request another 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 speak 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 received word in writing from the officer in charge of ADA compliance.

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**COURSE SCHEDULE-Subject to change on short notice**

**01-19-17**
Introduction
Syllabus
Chapter 1 Understanding Ourselves and Others: Clarifying Values and Language

**Deadline for Deciding on Controversial Issue and Immigrant Group Topics**

**01-20-17**
Chapter 2 Understanding Prejudice and Its Causes
Due date for Chapter 2 Pick 3 assignment

**01-23-17**
Chapter 6 Religion and Oppression: The Struggle for Religious Freedom
Due date for Chapter 6 Pick 3 assignment

**Controversial Issue- Which religious group had/has it worse when it came/comes to acceptance by the dominant American culture—the Jews, Catholics, or Muslims?**
<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Due date for Chapter Assignment</th>
<th>Details</th>
</tr>
</thead>
<tbody>
<tr>
<td>01-24-17</td>
<td>Chapter 7 Rejecting Oppressive Relationships: The Logic of Cultural Pluralism for a Diverse Society</td>
<td>Chapter 7 Pick 3 assignment</td>
<td>Controversial Issue - Which is the right path for America - Anglo conformity or a pluralistic society?</td>
</tr>
<tr>
<td>01-25-17</td>
<td>Chapter 8 Racism: Confronting a Legacy of White Domination of America</td>
<td>Chapter 8 Pick 3 assignment</td>
<td>LGBT Panel on Issues in Rest Rooms in Schools &amp; Controversial Issue on this topic</td>
</tr>
<tr>
<td>01-26-17</td>
<td>Chapter 4 Immigration and Oppression: The Assault on Cultural and Language Diversity</td>
<td>Chapter 4 Pick 3 assignment</td>
<td>Controversial Issue - English Only—a good idea or a bad idea/Build the Wall-Deport? Immigrant Group Presentation Guest speakers on how to make immigrant students feel safe in schools?</td>
</tr>
<tr>
<td>01-27-17</td>
<td>Chapter 5 Race and Oppression: The Experiences of People of Color in America</td>
<td>Chapter 5 Pick 3 assignment</td>
<td>Immigrant Group Presentation Southern Poverty Law Center guest speaker on center’s Teaching Diverse Students Initiative</td>
</tr>
<tr>
<td>01-30-17</td>
<td>Chapter 10 Sexism: Where the Personal Becomes Political</td>
<td>Chapter 10 Pick 3 assignment</td>
<td>Immigrant Group Presentation</td>
</tr>
<tr>
<td>01-31-17</td>
<td>Chapter 13 Pluralism in Schools: The Promise of Multicultural Education</td>
<td>Chapter 13 Pick 3 assignment</td>
<td>Controversial Issue - Essentialism in education vs. multicultural education Immigrant Group Presentation</td>
</tr>
<tr>
<td>03-1-17</td>
<td>Due date for Cultural Diversity Self-Assessment, Cultural Story, OR Genogram.</td>
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Please note that this syllabus was developed building on the prior work of Dr. E. Gonzalez.