

FLORIDA KEYS COMMUNITY COLLEGE

Course Title: **EDG 2085 Introduction to Diversity for Educators**

Term **201020**

Crns **10036, 10374,10375**



I. Course Information

Course Prefix/Number/Course: Credit Hours/Contact Hours:

EDG /2085 /Introduction to Diversity for Educators/ 3/45

Prerequisites for the course: **None**

This course applies to the AA degree in Area VI. This course is required by the State Universities for education majors.

II. Course Method: This course is designed to meet using videoconferencing technology in the assigned location. The instructor will be located in the videoconferencing classroom in Marathon. Students in the other two locations will interact with the instructor remotely using video and audio technology.

The assignments can all be submitted via regular email to Roland.Fisch@fkcc.edu, without the step of networking.

III. Instructor Information

Instructor: Roland Fisch

Email: Roland.Fisch@fkcc.edu,

Office Hours: daily (M-F) from 9:30 until 10:45 at the Marathon Center,

Phone: 305 743 2133

IV. Description

Designed for the prospective educator, this course provides the opportunity to explore issues of diversity, including an understanding of the influence of exceptionalities, culture, family, gender, sexual orientation, socioeconomic status, religion, language of origin, ethnicity, and age upon educational experience. Students will explore personal attitudes toward diversity and exceptionalities. Students will be provided information on Florida *Educator Accomplished Practices*, *Sunshine State Standards*, and the *Professional Educator Competencies*. **A minimum of 15 hours of field-based experience working with diverse populations of children and youth in schools or similar settings is required.** The field experience should not be via virtual modes of film or internet.

V. College-level Competencies

Florida Keys Community College graduates who complete the core curriculum possess the knowledge, skills and values associated with college-educated individuals. Our graduates demonstrate mastery of competencies integrated within the academic disciplines, such as the ability to effectively communicate, seek creative solutions to problems, exhibit cultural awareness, and command basic technological skills.

1. **Communication:** Comprehend and articulate effectively – written and oral communication
2. **Critical thinking:** Demonstrate mastery of problem-solving skills in the discipline
3. **Diversity:** Interpret and evaluate societal and ethical issues, problems and values
4. **Technology:** Utilize technology effectively

VI. Course Calendar Students are responsible for following the course calendar.

Objectives for this class are as specified by the State.

The Course Calendar lists the learning activities and assessment measures that comprise this course on a modular basis. These activities and assessments are directly related to learning outcomes that support the overall course objectives. There are a total of 1500 points that can be achieved during this 15-week course, with each week offering a total of 100 possible points. Students are able to gauge their performance according to this grading scale throughout the duration of the course. The “Student Assessment” column lists all of the assignments required by this course and their due dates.

Through readings, research, essay writing, and computer applications students will gain facility in current technologies in Education. This course will prepare students for utilizing classroom technology and enhance technical teaching skills.

Competencies	Module/Week	Learning Outcomes	Learning Activities	Student Assessments	Points
1,2,3,4	Module/Week 1 -2 Objective: Students will compare and contrast differences and similarities among cultures.	Completers will Identify characteristics, practices, and beliefs of diverse cultural groups.	Practice search and recovery of information from web reviews of listed sources.	Due Date: Monday 8:00 AM of the following week. Compose a five hundred word essay comparing and contrasting differences and similarities among cultures.	100

1,2,3	<p><i>Module/Week 2-3</i></p> <p>Objective: Students will further compare and contrast differences and similarities among cultures.</p>	<p>Completers will describe how culture family, gender, socioeconomic status, religion, language of origin, ethnicity, and age can exert influence upon the educational experience.</p>	<p>Review literature for causative factors in diversity.</p>	<p>Due Date: Monday 8:00 AM of the following week. <u>Submit signed permission slip for field observation.</u> Compose a five hundred word essay evaluating a specific culture family, gender, socioeconomic status, religion, language of origin, ethnicity, and age can exert influence upon the educational experience.</p>	100
1,2,3	<p><i>Module/Week s 3,4</i></p> <p>Objective: Students will analyze and discuss how multiculturalism impacts students, teachers, and schools.</p>	<p>Completers will demonstrate culturally-responsive teaching through the review of lesson plans incorporating topics appropriate for a variety of grade levels.</p>	<p>Review literature for culturally-responsive teaching and implications for schools.</p>	<p>Due Date: Monday 8:00 AM of the following week. Compose a culturally-responsive lesson plan incorporating topics appropriate for a variety of grade levels</p>	100

1,2,3	<p><i>Module/Week 4-5</i></p> <p>Objective: Students will further analyze and discuss how multiculturalism impacts students, teachers, and schools.</p>	<p>Completers will discuss and apply reflective practices to determine how one's personal value system, attributes, stereotypes, and prejudices may influence the teaching and learning environment for teachers and students.</p>	<p>Review literature for effects of personal value system, attributes, stereotypes, and prejudices on students and learning.</p>	<p>Due Date: Monday 8:00 AM of the following week.</p> <p>Compose a five hundred word essay comparing and contrasting affects of personal value system, attributes, stereotypes, and prejudices on students and learning.</p>	100
1,2,3	<p><i>Module/Week 5-6</i></p> <p>Objective: Students will research and identify methods and benefits of culturally-responsive teaching, including recognition of the needs of special educations students and of <i>English Language Learners</i>.</p>	<p>Completers will demonstrate culturally-responsive teaching through the review of lesson plans incorporating topics appropriate for a variety of grade levels.</p>	<p>Review school ethnographies to broaden awareness of culturally-responsive teaching.</p>	<p>Due Date: Monday 8:00 AM of the following week.</p> <p>Compose a culturally-responsive lesson plan incorporating topics appropriate for a variety of grade levels</p>	100
1,2,3	<p><i>Module/Week -6-7</i></p> <p>Objective: Students will further research and identify methods and benefits of culturally-responsive teaching, including recognition of the needs of special educations students and of <i>English</i></p>	<p>Completers will discuss and use reflective practices to determine how one's personal value system, attitudes, stereotypes, and prejudices may influence the teaching and learning environment for both teachers and students.</p>	<p>Review <i>Pickering v. Board of Education</i> and other literature for effects of attitudes, stereotypes, and prejudices</p>	<p>Due Date: Monday 8:00 AM of the following week.</p> <p>Students will compose five hundred word essays assessing effects of prejudices on the teaching and learning environment for</p>	100

	<i>Language Learners.</i>			both teachers and students.	
1,2,3	<i>Module/Week 7-8</i> <i>Objective:</i> Students will define the characteristics of the various classifications of student exceptionalities, and will identify how the exceptionalities may impact student learning and achievement.	Completers will demonstrate knowledge of the characteristics and special needs of students with exceptionalities.	Review literature to asses the special needs of students with exceptionalities.	Due Date: Monday 8:00 AM of the following week. Students will compose five hundred word essays assessing special needs of students with exceptionalities.	100
1,2,3	<i>Module/Week 8-9</i> <i>Objective:</i> Students will further define the characteristics of the various classifications of student exceptionalities, and will identify how the exceptionalities may impact student learning and achievement.	Completers will identify key instructional practices associated with effective teaching of students with exceptionalities.	Review literature to asses the extent to which labeling negatively effects the learning and achievement of students classified as exceptional.	Due Date: Monday 8:00 AM of the following week. Students will compose five hundred word essays assessing negative effects of labeling on the learning and achievement of students classified as exceptional.	100
1,2,3	<i>Module/Week 9-10</i> <i>Objective:</i> Students will identify and outline federal and state laws affecting students from	Completers will Research and discuss the provisions and mandates of federal and state laws <u>affecting</u> educational	Review literature to asses <u>effects</u> of mandates of federal and state laws on the educational	Due Date: Monday 8:00 AM of the following week. Students will compose five	100

	diverse populations	experiences of students from diverse backgrounds.	experiences of students from diverse backgrounds	hundred word essays assessing key federal and state laws related to diversity impact learning.	
1,2,3	<i>Module/Week 10-11</i> <i>Objective:</i> Students will review instructional practices appropriate for students with exceptionalities and delineate the typical accommodations to make in the classroom by type of exceptionality	Completers will identify key instructional practices associated with effective teaching of students with exceptionalities.	Review school ethnographies to broaden awareness of effective teaching of students with exceptionalities.	Due Date: Monday 8:00 AM of the following week. Students will compose five hundred word essays assessing effective teaching of students with exceptionalities.	100
1,2,3,4	<i>Module/Week 11-12</i> <i>Objective:</i> Students will use case studies to determine and explain the influence of family and community upon the needs of diverse students in the schools	Completers will research and describe how culture, family, gender, socioeconomic status, religion, language of origin, ethnicity, and age can exert influence upon the educational experience.	Review school ethnographies to broaden awareness of diversity and the experiences of first year teachers	Due Date: Monday 8:00 AM of the following week. Students will compose five hundred word essays assessing awareness of student diversity and the experiences of first year teachers.	100
1,2,3	<i>Module/Week 13-14</i> <i>Objective:</i> Students will examine and describe how one's personal value system, attitudes, stereotypes, and	Completers will discuss and use reflective practices to determine how one's personal value system, attitudes, stereotypes, and prejudices may	Review school ethnographies to broaden awareness of how personal value system, attitudes, stereotypes, and	Due Date: Monday 8:00 AM of the following week. Students will compose five	100

	prejudices can shape the teaching and learning process.	influence the teaching and learning environment for both teachers and students.	prejudices may influence the teaching and learning environment for both teachers and students.	hundred word essays assessing effects of personal value system, attitudes, stereotypes, and prejudices may influence the teaching and learning environment for both teachers and students.	
1,2,3	Module/Week 14-15 Objective: Students will research and analyze the <u>effects</u> of discrimination, bullying, alienation, and violent acts on students and the learning environment.	Completers will identify and discuss the <u>effects</u> of discrimination, bullying, alienation, and violence on students and the learning environment, and determine how to help counteract the <u>effects</u> .	Review school ethnographies to broaden awareness of <u>effects</u> of discrimination, bullying, alienation, and violence on students and the learning environment.	Due Date: Monday 8:00 AM of the following week. Students will compose five hundred word essays <u>effects</u> of discrimination, bullying, alienation, and violence on students and the learning environment.	100

VII. Materials

Optional Text:

Howard, Gary R. (1999). We Can't Teach What We Don't Know: White Teachers, Multiracial Schools. Teachers College Press. 080773800X.

Supplemental Text Readings,

Professional educators may wish to consult other most widely uses texts for the subject.

- Cardenas, Jose A. (ed.) (1995). Multicultural Education: a Generation of Advocacy. Simon and Schuster. Needham Heights, MA.
- Diaz, Carlos (1992). Multicultural Education for the Twenty First Century. National Education Association: Washington.

- Duarte, Manuel and Smith, Stacy (2000). Foundational Perspectives in Multicultural Education. Addison/Wesley/Longman. ISBN 0-321-02345-5.
- Grant, Carl A. (1999). Proceedings of the National Association for Multicultural Education. No. 7 Laurence Erlbaum Assoc., Inc. ISBN 0-8058-2926-1.
- Hernandez, Helen (1989). Multicultural Education: a Teacher's Guide to Content and Process. Merrill, Columbus, OH.
- Lynch, James (1989). Multicultural Education in a Global Society. Falmer Press, NY.
- Nieto, Sonia (2000). Affirming Diversity: The Sociopolitical Context of Multicultural Education. Longman. ISBN 0-8013-3103-X.
- Noel, Jana (2000). Developing Multicultural Educators. Longman. ISBN 0-8013-2056-9.
- Shulman, Judith H. and Amalia Mesa-Baius (1994). Diversity in the Classroom. A casebook for Teachers and Teacher Educators. Laurence Erlbaum Assoc. ISBN 08058-1429-9.
- Sleeter, Christine E. (1995). Multicultural Education as Social Activism. New York State University Press.

VIII. Grading Scale (This is Standard Through Out the College)

The following grade scale will apply to this class:

A: 90 % or above, B: 80 - 89 %, C: 70 - 79 %, D: 60 - 69 %, F: below 60 %, FN: failure to participate throughout the term.

1500 possible points:

1350 and higher = A, 1100 to 1249 = B, 950- to 1099 = C, 800 to 949 = D, 799 and below = F

Assignments or parts thereof accepted and posted on professional educational sites will each receive an extra one hundred points, fully completing the assignments for two weeks.

Essays or parts thereof accepted and posted as book reviews for *Amazon, Barnes and Noble*, or other on line book reviews will each receive an extra twenty points.

IX. Class Policies

Communications: All class communications should be conducted via email or face to face. The format of this class puts a premium on communications. The prime responsibility for timely communications rests with the student.

Late Work

For any and each missed class meeting successful students will submit a five hundred word book critique.

Assignments: Grades for the class are based on the quality of the final product. Instructor feedback may be helpful. Such feedback might be especially necessary for students making consistent, but easily remedied, errors. The total writing assignment is six thousand words;

individual papers can be more or less than one thousand words. Even explaining why one hates a book too much to finish it, should take two hundred words, or more.

Any style is fine. The reader can easily change the font or style of any emailed paper, so those things are inconsequential minutia. On the other hand, students might be wise to set *AP* or *MLA* as the default setting on personal computers, so that all work will always have an academic look.

Philosophy: Students should feel free to learn as much as possible from the readings. Students should embrace creativity to gain self knowledge. Students should read critically with the view of improving understanding of the course concepts and stories, nurturing self-awareness, and fostering understanding of others.

Students should try to make learning immediately useful to personal lives and interests. Applicability is a highest value for student projects. For example, teachers might find completing the assignments in the form of lesson plans more useful to than writing critiques. Students should make try to gain personally from understanding the work despite disagreeable or tedious content.

Rules: The top ten relatively inviolable rules of the class are:

- 1) Students should foster and value their own creativity and originality, and *never loose the sense of wonder*.
- 2) Students should try to enjoy the learning experience.
- 3) Students should approach the learning experience the same way one might choose to listen to dearest friends. This goal contains an odd loop concerning the need to remind oneself to listen to friends and loved ones, the same way one opens oneself to great books, movies, or songs.
- 4) Students should strive to take as much as possible from the learning experience.
- 5) Wherever possible, students should apply learning to personal values and life choices.
- 6) The assignments are meant as the opportunities for demonstration of learning; the assignments are not meant to be hoops or hurdles for the students to jump.
- 7) Students should call or email the instructor with any questions.
- 8) Students should ask the instructor me for any help directing the readings in accord with personal preference. The instructor will strive to help students match readings to student any family situation, friendship, hobby, or job, which might relate to the topic.
- 9) Students should feel free to nominate projects or sources for inclusion in the class, and use one of the thousand word papers to explain why.
- 10) Students should feel free suggest ways to improve the design of this class to be more helpful.

Withdrawal Policy

1. Students may withdraw without academic penalty from any course by the established deadline published in the College's calendar. This will result in a grade of 'W' for the course and will not count against the student's GPA.
2. Students will be permitted a maximum of two withdrawals per course. Upon the third attempt, the student WILL NOT be permitted to withdraw in accordance with State of Florida regulations and will receive an earned grade for that course.
3. It is the responsibility of the student wishing to withdraw from the course to do so by the date published in the College Academic Calendar.
4. Students who abandon the course or do not withdraw themselves by the published deadline are subject to receiving a grade of F.

How Much Study Time You Should Expect To Devote To This Course

1. Most educators recommend that students spend 1-2 hours outside of class studying and completing assignments for every hour spent in class. For a typical 3 credit hour class, this translates into a total of 6-9 hours every week per course. This same guideline applies to online courses. You should expect to spend a total of 6-9 hours each week studying and completing assignments for each course you take.
2. This is a guideline. Some classes will require more time and effort than this guideline and some will require less, and the time any individual student will need to spend will vary. You should expect the study time you will need in any class will be toward the high side of the guideline until at least after the first exam or quiz. Then you can compare the effort you expended with the results you earned and make any adjustments necessary.
3. This class covers a lot of material and there are some concepts that may be difficult to grasp. Experience has shown that students who are successful in this class generally have study time totals on the higher of the scale.
4. Few students do well in this course if they are spending fewer than 5 or 6 hours studying every week. If you do not have a strong background in this subject, your study time will almost certainly need to be on the higher end of the scale if you want to earn a good grade.

Reading List

Students may select as any other books by listed authors, but no more than two books per author.

- Achebe, Chinua. (1994). Things Fall Apart. Anchor. 0385474547. Acholonu, Catherine Obianuju. (1995) Motherism: The Afrocentric Alternative to Feminism (Women in environmental development series). Afa Publications. ASIN: 9783199714.

- Adler, Bill, Ines Hernandez, and Patricia Riley. (1995). Growing Up Native American. Harper Paperbacks. ISBN-10: 0380724170, ISBN-13: 978-0380724178.
- Allende, Isabel. (1986). House of the Spirits. Bantam Books. 0553273914.
- Appiah, Kwame Anthony. Color Conscious: The Political Morality of Race. 0691059098.
- Ashton-Warner, Sylvia. (1986). Teacher. Touchstone. 0671617680. LC3501.
- Asturias, Miguel. (1997). The President. Waveland. 0-88133-951-2.
- Axline, Virginia M. (1990). Dibs In Search of Self. Ballentine. 0345339258.
- Azuela, José María. Translated by Frances Horning Barraclough. (2002). Yawar Fiesta. Waveland. 1-57766-245-8.
- Bailey, Becky A. (2002). Easy to Love, Difficult to Discipline: The Seven Basic Skills for Turning Conflict into Cooperation. Harper Collins, New York. 0-688-16116-2.
- Baily, Pearl (1975) Duey's Tale Harcourt Brace. 0151265763; 978-0151265763.
- Barman, Arlette N. (1999). Kids Around the World Celebrate. Wiley. 047129005X.
- Bhatti, Ghazala. (1999). Asian Children at Home and at School: An Ethnographic Study. Routledge. 0415174988.
- Berck, Judith. (1992). No Place to Be: Voices of Homeless Children. Houghton Mifflin. 0395533503.
- Borland, Hal. (1972). When Legends Die. Bantam. 0553257382.
- Bowes, A. M. (1989). Kibbutz Goshen an Israeli Commune. Waveland. 0-88133-395-6.
- Burch, Jennings M. (1988). They Cage the Animals at Night. Signet Book. Reprint edition (1988). 0451159411.
- Butler Robert Olen. (2001). A Good Scent from a Strange Mountain. Grove Press; ISBN-10: 0802137989, ISBN-13: 978-0802137982.
- Carey-Webb, Allen and Stephen Connelly Benz (1996) Rigoberta Menchu: The Prize that Broke the Silence. Minneapolis: Resource Center of the Americas. 0 7914 3013 8.
- Carpentier, Alejo. (1992). The Harp and the Shadow. Mercury House. 1562790242.
- Carter, Forrest. (1976). The Education of Little Tree. University of New Mexico Press.
- Cecil, Nancy Lee and Patricia L. Roberts. (1997) Raising Peaceful Children in a Violent World. Innisfree Press. 188091316X.
- Champagne, Duane, and Jay Strauss. (2002). Native American Studies in Higher Education: Models for Collaboration between Universities and Indigenous Nations. Paul and Company. 7591-0125-6.
- Chang, Heewon. (May 1, 1992). Adolescent Life and Ethos: Ethnography of a US High School. (Explorations in Ethnography Series) Falmer Press. ASIN: 1850008663.
- Charlton, James I. (2000). Nothing about Us without Us: Disability Oppression and Empowerment. University of California Press. 0520224817.
- Cheney-Coker, Syl. (1990). The Last Harmattan of Alusine Dunbar. Heinemann. ASIN: 0435905724.
- Clay, Cheryl. (October 1998). Schooling At-Risk Native American Children: A Journey from Reservation Head Start to Public School Kindergarten (Native Americans: Interdisciplinary Perspectives). Garland Publishing. 0815331371.
- Compton-Lilly, Catherine and Barbara Comber. (2003). Reading Families: The Literate Lives of Urban Children (Practitioner Inquiry Series) Teachers College Press. 0807742767.
- Clifton, Lucille (1983). One of the Problems of Everett Andersons. Henry Holt. Goodbye. 10: 0805052011, 13: 978-0805052015.
- Codell, Esme Raji. (2003). How to Get Your Child to Love Reading: For Ravenous and Reluctant Readers Alike. Algonquin Books of Chapel Hill. 1565123085.
- Condé, Maryse. (1995). Crossing the Mangrove. Anchor. 0385476337.
- Conroy, Pat. (1972). The Water Is Wide. Houghton-Mifflin. Boston. LC2852. Y3C6. 1987.
- Dalton, Jane and Lyn Fairchild. (2003). The Compassionate Classroom: Lessons That Nurture Wisdom and Empathy. Paul and Company. 1569761736.

- Danticat, Edwidge. (2001). The Butterfly's Way: Voices from the Haitian Diaspora in the United States. Soho Press. 1569472181.
- Ossie, Davis. (1976) Escape to Freedom: A Play about Young Frederick Douglass. Puffin. 0 14 034355 5.
- Decker, Sonny. (1970). An Empty Spoon. HarperCollins. 0060801573.
- Dettwyler, Katherine A. (1994). Dancing Skeletons: Life and Death in West Africa. Waveland. 0-88133-748-X.
- DeGrandpre, Richard J. (1999). Ritalin Nation: rapid-fire culture and the transformation of human consciousness. New York. W.W Norton. 0393046850.
- Dennison, George. (1999). The Lives of Children: The Story of the First Street School (Medieval and Renaissance Texts and Studies) Boynton/Cook. 0867094834
- Dorris, Michael, (1988). A Yellow Raft on Blue Water. Warner Books. 0-446-38787-8.
- Draper, Sharon M (1998) Forged by Fire. Atheneum. 0 689 80699 X.
- Edgell, Zee. (1986). Beka Lamb. Heinemann. 0435988441.
- Erdich, Louise. (2009). The Plague of Doves . Harper Collins. ISBN-10: 0060515139, ISBN-13: 978-0060515133.
- Eliach, Yaffa. (1998). There Once Was a World: A 900-Year Chronicle of the Shtetl of Eishyshok. Little Brown & Co. 0316232521.
- Esquivel, Laura. (2001). Como Agua Para Chocolate/Like Water for Chocolate. Anchor Books/Doubleday. 0385721234.
- Fakhouri, Hani. (1987). Kafr El-Elow Continuity and Change in an Egyptian Community. Waveland. 0-88133-285-2.
- Fernea, Elizabeth Warnock. (1988). A Street in Marrakech A personal View of Urban Women in Morocco. Waveland. 0-88133-404-9.
- Fishman, William J. (1975). Jewish radicals: From Czarist stetl to London Ghetto. Pantheon Books. 0394497643
- Fleisher, Doris Zames and Frieda Zames. (2001) The Disability Rights Movement: From Charity to Confrontation. Temple University Press. 1566398126.
- Fo, Dario. (2002). We Won't Pay! We Won't Pay! Methuen. 0413156109.
- Funderburg, Lise. (1995) Black, White, Other: Biracial Americans Talk about Race and Identity. HarperCollins. 0688143474
- Gay, John (1967). The New Mathematics and an Old Culture: a Study of Learning Among the Kpelle of Liberia. Holt Rinehart & Winston.
- Garcia, Cristina (2003). Dreaming in Cuban. Ballentine. 0-345-38143-2. Soñar en Cubano. 0-345- 39139.
- Golden, Arthur. (1999). Memoirs of a Geisha. Vintage Books USA. 0679781587.
- Gordimer, Nadine. (1982). July's People. Viking. 0140061401.
- Gontarek, Leonard. Rain of the Haunted Trees. (1979). Perennial Press Chelsea, VT. ASIN: B000M9LDJ6.
- Grandin, Temple (1996). Thinking in Pictures: And other Reports from My Life with Autism. RC553a 88 G74. Vintage Books. 0679772898.
- Greenfield, Eloise. (1977). Africa Dream. 0 361 90061 4; 0690 04778 2; 0 06 443277 7.
- Hamilton, Virginia. (1985) The People Could Fly: American Black Folktales. Alfred A. Knopf. 0 679 84336 1.
- Hayden, Torey. (1992) Ghost Girl: The True Story of a Child in Peril and the Teacher Who Saved Her. Avon. 038071681X.
- Henze, Rosemary, Anne Katz, Edmundo Norte, Susan E. Sather, and Ernest Walker. (2002). Learning for Diversity: How School Leaders Promote Positive Interethnic Relations. Corwin Press. D3901- 0- 7619-4548-2.
- Herndon, James (1997). The Way It Spoozed To Be. Heinemann Publishing. ASIN: 0867094079.

- Heinrich, June Sark (1977). "Native Americans: What Not to Teach," in Unlearning Indian Stereotypes. NY: Council on Interracial Books for Children.
- Hirschfelder, Arlene B., Yvonne Beamer, and Yvonne Wakim. (1999) American Indian Stereotypes in the World of Children: A Reader and Bibliography, 2d ed., Scarecrow Press, Inc. ERIC FILE ED225785. 0810836130.
- Ho, Minfong. (1993). Clay Marble. Farrar, Straus and Giroux.0374412294; 9780374412296.
- Hosseini, Khaled. (2007). A Thousand Splendid Suns. Riverhead Hardcover; 1594489505, 978-1594489501.
- Hurston, Zora Neale. (1998). Their Eyes Were Watching God. Harper Collins. Perennial. 0060931418.
- Johnson, Diane. (1998).Persian Nights. Plume; ISBN-10: 0452279585, ISBN-13: 978-0452279582.
- Johnson, Louanne. (1996). Girls in the Back of the Class. St. Martin's Press. 0312958803.
- Kimmel, Michael S., Editor (2003). The Gendered Society Reader. Oxford University Press. 0-19-514976-9.
- Kertész, Irme. (1997). Kaddish for a Child not Born. Hydra Books. 0810111764. Koén-Sarano, Matilda, Editor. (2003) Folktales of Joha, Jewish Trickster: Translated from the Judeo-Spanish (Ladino) by David Herman. Jewish Publication. 978 8276 0722 4; 0827607229.
- Jablow, Alta. (1991/2009)). Gassire's Lute: A West African Epic. Waveland. 0-88133-543-6. Jelinek, Elfriede and Joachim Neugroschel. The Piano Teacher: A Novel. Grove Press; Reprint edition. ISBN-10: 0802144616. ISBN-13: 978-0802144614. Jin, Ha. (2000). War Trash. Vintage International. Vintage Books. ISBN-10: 1400075793, ISBN-13: 978-1400075799.
- Johnson, Angela. (2000) Heaven. Simon & Schuster. 0689822901.
- Kacyne, Alter. (1999). Poyln: Jewish Life in the Old Country. Metropolitan Books. 0805050973.
- Kenyon, Susan M. (2004). Five Women of Sennar Culture and Change in Central Sudan. Waveland. 0-57766-313-6.
- Kincaid, Jamaica. (2002). Lucy: A Novel. Farrar, Straus and Giroux. 0374527350.
- Kingston, Maxine Hong. (1976). The Woman Warrior: Memoirs of a Girlhood among Ghosts. Random House Inc. 0394400674.
- Klug, Beverly and Patricia T. Witfield. (2002). Widening the Circle: Culturally Relevant Pedagogy for American Indian Children. Falmer. 0415935113.
- Kohl, Herbert (1967). 36 Children. New American Library: New York. LC2803 .N5 KG 988.
- Kozol, Jonathan (1972). Death at an Early Age. Houghton-Mifflin. Boston. LC2803 .B7 K6.
- Kozol, Jonathan (2005). Rachel and Her Children: Homeless Families in America. Ballentine. 0-449-90339-7.
- Kozol, Jonathan (2005). The Shame of the Nation: The Restoration of Apartheid Schooling in America. Random House. 1-4000-5244-0.
- Kroeber, Theodora. (1990). Ishi, the Last of His Tribe. Bantam, Starfire Books. 9993184411.
- Kyi, Aung San Suu. (1995). Freedom from Fear and Other Writings. Translated by Michael Aris, Penguin Books. 0140253173.
- Lancy, David F. (2001). Studying Children and Schools: Qualitative Research Traditions. Waveland. 1-57766-170-2.
- Laing, Kojo. (1986). Sweet Country. Heinemann. ASIN: 0434402168.
- Ladson-Billings, Gloria. (1997). The Dreamkeepers: Successful Teachers of African American Children. Jossey-Bass. 0787903388.
- Lancy, David F. (2001). Studying Children and Schools Qualitative Research Traditions. Waveland. 0-88133-958-X.
- Laxness, Halldor. (1963). Salka Valka. Unwin Hyman. 0048230308.
- Lessing, Doris. (1991) A Ripple From The Storm - A Complete Novel From Doris Lessing's Masterwork, Children Of Violence. Plume / Penguin Books. ASIN: B001OI5YPI.

- Liebow, Elliot. (1995). Tell Them Who I Am: The Lives of Homeless Women. Penguin Books. 014024137X.
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Any doctoral dissertation that is a school ethnography can be added to the list.

Academic Honesty & Plagiarism

1. Students are expected to respect and uphold the standards of honesty in submitting written work to instructors. Though occurring in many forms, plagiarism in essence involves the presentation of another person's work as if it were the work of the presenter. Any cheating or plagiarism will result in disciplinary action to be determined by the instructor based on the severity and nature of the offense. It is the student's responsibility to review the College's policy on Academic Honesty.
2. Collaboration and discussion is encouraged in all course aspects other than actually completing the assigned work (quizzes, exams, homework, projects, etc). Indeed, collaboration often leads to increased understanding of the material being covered. If you have questions about an assignment, I encourage you to speak up and ask questions about it.
3. Plagiarism is a form of fraud and will not be tolerated. You are expected to do your own work. Copying text or images from any source and claiming it as your own is considered plagiarism.

Submitting copied text as most or all of your answer on a homework or project is also a form of dishonesty, even if you cite the source. I want to read YOUR words, not someone else's words. Using quoted text to support your answer will not usually be necessary in this class.

4. If I catch you in any form of academic dishonesty, you will receive a grade of zero for that assignment. If I catch you a second time, you will earn a failing grade for this class and be reported to the College.

Attendance Policy

1. I will monitor student attendance and participation in class.
2. There will be at least one assignment in this course that is due every week of the semester, unless the College is officially closed for the entire week. These may include class participation, exams and quizzes, homework, projects, or a combination of these. I will take attendance each class, so it is important that you attend each scheduled class session.
3. An instructor may withdraw a student from courses for excessive absences and/or non-attendance up to the 70% point in the semester.

Delays in Getting the Textbook

Having regular access to the textbook is a requirement for this class. Whenever possible students should have the text in hand before the first day of class each semester, but there will be times that students are unable to get the text until after the class begins. If you are in this situation, follow the guidelines below. These guidelines are intended to be general enough to apply to all classes you take, and they may not all apply to this class. Not having the text is not an acceptable excuse for doing no work at all in this class.

1. The FKCC library has reserve copies of the textbook available for student use. These textbook copies cannot be removed from the library.
2. Look at the publisher's web site for the text. Most publisher text sites have student resources that can help you, and many of these are available even if you do not have the text. As a minimum, the web sites usually have a Table of Contents, which can also help you get an idea what topics we will cover.
3. Please let me know if you don't have the text by the end of the first week of class. I will not be sympathetic if you wait until after the first week of the semester to tell me you don't have the text.

The above guidelines will probably not be enough to replace the text entirely, but they will allow you to learn enough to participate in the discussion forums each week. This participation is critical to your grade and also for attendance purposes.

Sources of Technical Assistance

If you are having any technical difficulties (e.g., logging in, accessing the discussion board, etc.) please contact the Office of Distance Learning helpline at 305-809-3177 Monday—Friday 8:00AM to 4:00PM or email your question to FKCC.helpdesk@online.fkcc.edu.

Special Needs

If you have any special needs or requirements pertaining to this course, please discuss them with the instructor early in the term. If you have special needs as addressed by the Americans with Disabilities Act (ADA) and need assistance, please notify the Office for Students with Disabilities at 305-809-3292 via email at: karla.malsheimer@fkcc.edu or the course instructor immediately. Reasonable efforts will be made to accommodate your special needs.

Community Decorum

A positive learning experience depends upon respect among all members of this classroom community. Disregard or disrespect for the process, the group or toward any individual will result in removal from the class and may result in you being dropped from the course. Respectful discourse in discussion and email areas is expected and anonymous posting will not be tolerated.

Sexual Predators

Federal and State law requires a person designated as a “sexual predator or offender” to register with the Florida Department of Law Enforcement (FDLE). The FDLE then is required to notify the local law enforcement agency where the registrant resides, attends or is employed by an institution of higher learning. Information regarding sexual predators or offenders attending or employed by an institution of higher learning may be obtained from the local law enforcement agency with jurisdiction for the particular campus, by calling the FDLE hotline (1-888-FL-PREDATOR) or (1-888-357-7332), or by visiting the FDLE website at www.fdle.state.fl.us/sexual_predators. If there are questions or concerns regarding personal safety, please contact the Campus Security Officer on your campus.

Class Contract

The Class Contract assignment is my method of ensuring you know what you should expect from me, and what I expect from you. By returning the Class Contract to me, you are acknowledging that you:

- a. Understand the policies detailed in this Syllabus.
- b. Understand the expectations and due dates listed in the Course Calendar and Assessment Measures.
- c. Understand that you will be held accountable to the standards published in this document.
- d. The Class Contract must be submitted via the dropbox by the date published in the Course Calendar and Assessment Measures.

By signing my name I acknowledge the above.

Print Name: _____ Date: _____

Signature: _____



Verification of Aide

Permission/Aide Evaluation

TO: Florida Keys Community College Education Faculty

The Florida Keys Community College student _____,

As part of the requirements for the State mandated teacher preparation course **EDG 2085 Introduction to Diversity for Educators**, had all appropriate permission for, and has given fifteen hours of voluntary or other service in my classroom. As an aide in my classroom said student is evaluated as follows:

(Exceptionally, very, moderately, not very, not)

- 1) Courteous and polite _____
- 2) Helpful _____
- 3) Attentive to individual students _____
- 4) Disruptive _____

Comments: _____

Signed,

Title: _____

School: _____

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