“There never were, in the world, two opinions alike, no more than two hairs, or two grains; the most universal quality is diversity.”

-Montaigne

Students with Disabilities

I would like to hear from anyone who has a disability that may require modification of course assignments or other appropriate arrangements. Please see me after class, during my office hours, or schedule an appointment.

Respect for Diversity

It is my intent to present information, materials, and activities that are respectful of diversity – gender, ethnicity, race, religion, sexuality, age, disability, and socio-economic status. I encourage you to share with me your suggestions or concerns.

Required Textbook

1. *Bridging Multiple Worlds: Case Studies of Diverse Educational Communities*
   Second Edition - Textbook
   Lorraine S. Taylor and Catharine R. Whittaker
   Allyn & Bacon, 2009
   SBN-13 978-0-205-58251-8

2. Packet of Copies: Hand-outs – bring to class each day (purchase at ASUN bkstr)
COURSE OUTLINE & SCHEDULE

Aug.  27  Welcome & Introductions
         Expectations & Assumptions

Sept.  3  CULTURE:  What is it?
         Identity and Multicultural Education  Ch.  2

          10  RACE and ETHNICITY
          Racism and Education  Ch.  6

          17  Why All the Dashes?
          Case Studies – Class Roleplay  Ch.  5

          24  Immigration and Citizenship
          Solutions/Debate  Ch.  1

Oct.   1  Latin America & U.S. Education
         Film - “No Turning Back”

          8  GENDER:  Male and Female Stereotypes
          Video - “Gender: Enduring Paradox  Ch.  10
<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Details</th>
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</thead>
<tbody>
<tr>
<td>15</td>
<td>RELIGION: Background and Approaches</td>
<td>Ch. 12 Video Response Due* (Gender: Enduring Paradox) (Individually)</td>
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<tr>
<td>22</td>
<td>SEXUALITY: Background and Approaches</td>
<td>Ch. 11 Video Clips</td>
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<tr>
<td>29</td>
<td>Influences/Effects of Socioeconomics (SES)</td>
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<td>Nov. 5</td>
<td>CLASS: Impact of SES in our Schools</td>
<td>Ch. 8 Poor and Homeless Students</td>
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<td>12</td>
<td>NO CLASS</td>
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<td>19</td>
<td>School Bullying – Prevention Strategies</td>
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<tr>
<td>26</td>
<td><strong>Topic Paper and Presentation Due</strong></td>
<td>(Partners)</td>
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<td>(6) Topics Presented – 15 minutes each</td>
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<tr>
<td>Dec. 3</td>
<td><strong>Topic Paper and Presentation Due</strong></td>
<td>(Partners)</td>
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<td>(6) Topics Presented – 15 minutes each</td>
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</table>
10  Topic Paper and Presentation Due  (Partners)
(6)  Topics Presented – 15 minutes each

17  Final Inquiry//Exam
(Tuesday)  2:45 – 4:45
Possible Take-Home – will announce

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**FINAL GRADE DETERMINATION**

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<tr>
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<th>Points</th>
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<tr>
<td>Questions from Textbook Readings</td>
<td>40</td>
<td>Sep 3,10,17,24 Oct 8, 15, 22 Nov 5</td>
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<tr>
<td>Gender Video Response</td>
<td>30</td>
<td>Oct. 15</td>
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<td>Topic Paper and Presentation</td>
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<td>Dec. 3, 10, 17</td>
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<td>Participation (Class Discussions/ Written Responses)</td>
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<td>Final</td>
<td>40</td>
<td>Dec.17 (TBA)</td>
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**GRADING SCALE:**

180 – 200  A
160 – 179  B
140 – 159  C
120 – 139  D
ATTENDANCE POLICY:

{One (1) unexcused “FREEBIE” can be used per student. No explanation needed.}

**All other absences must be excused.** To receive an “excused” from me you must come to my office or class within one week of the absence with a Doctor/Student Health Office excuse or evidence of a family emergency such as serious illness or death. If I do not receive evidence within one week, the first unexcused absence will count as your “freebie.” Any thereafter will be considered unexcused with a deduction of:

- **10 points for each unexcused absence.**

LATE ASSIGNMENTS:

(-5) **points per day late**

If an absence is EXCUSED (does not include “freebie”) – assignment must be turned in **one week** later. No exceptions/no points allowed if received later than one week.

(*Please note: If you miss class using your “freebie” - assignments are due on that date)