

## Teaching Diverse Populations

EDF 2085: Section 1318, F137

(3 Credit Hours)

Spring 2021

Syllabus

**Instructor:** Manuel Marichal, A.B.

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**Class Schedule:** MWF – 11:45-12:35 (Period 5); F – Online Discussion or Class, as announced

**Classroom:** NRN-1037 & Online (Zoom link provided on Canvas)

**Office Hours:** By appointment

### Course Description

A survey of educational demographics, foundations of prejudice, elements of culture, political and philosophical roots of diversity and commonality, exceptionalities, and barriers to cultural understanding and diversity in the classroom.

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 the educational experience. Students will explore personal attitudes toward diversity and exceptionalities.

### Student Learning Outcomes

By the end of this course, students will:

- Describe factors contributing to student diversity and inequalities in education associated with ability, gender, language, race, and social class
- Identify the elements of inclusive classrooms and schools that accommodate and respond to the diverse learning needs of all students
- Increase awareness of cultural identity and factors that contribute to inter-cultural understanding

### Required Texts

Cushner, K., McClelland, A., & Safford, P. (2019). Human diversity in education: An intercultural approach (9<sup>th</sup> ed.). New York: McGraw-Hill.

Sensoy, O., & DiAngelo, R. (2017). Is everyone really equal? An introduction to key concepts in social justice education (2<sup>nd</sup> ed.). New York: Teachers College Press.

*\*Supplemental readings will be assigned periodically and are available on the course Canvas website*

### Face to Face:

We will have face-to-face instructional sessions to accomplish the student learning objectives of this course. In response to COVID-19, the following policies and requirements are in place to maintain your learning environment and to enhance the safety of our in-classroom interactions.

- You are required to wear approved face coverings at all times during class and within buildings. Following and enforcing these policies and requirements are all of our responsibility. Failure to do so will lead to a report to the Office of Student Conduct and Conflict Resolution.
- This course has been assigned a physical classroom with enough capacity to maintain physical distancing (6 feet between individuals) requirements. Please utilize designated

seats and maintain appropriate spacing between students. Please do not move desks or stations.

- Sanitizing supplies are available in the classroom if you wish to wipe down your desks prior to sitting down and at the end of the class.
- Follow your instructor's guidance on how to enter and exit the classroom. Practice physical distancing to the extent possible when entering and exiting the classroom.
- If you are experiencing COVID-19 symptoms (<https://www.cdc.gov/coronavirus/2019-ncov/symptoms-testing/symptoms.html>), please use the UF Health screening system (<https://coronavirus.ufhealth.org/screen-test-protect/covid-19-exposure-and-symptoms-who-do-i-call-if/>) and follow the instructions on whether you are able to attend class.
- Course materials will be provided to you with an excused absence, and you will be given a reasonable amount of time to make up work.

### **Online Course Statement**

Our class sessions *may* be audio-visually recorded for students in the class to refer back and for enrolled students who are unable to attend live. Students who participate with their camera engaged or utilize a profile image are agreeing to have their video or image recorded. If you are unwilling to consent to have your profile or video image recorded, be sure to keep your camera off and do not use a profile image. Likewise, students who un-mute during class and participate orally are agreeing to have their voices recorded. If you are not willing to consent to have your voice recorded during class, you will need to keep your mute button activated and communicate exclusively using the "chat" feature, which allows students to type questions and comments live. The chat will not be recorded or shared. As in all courses, unauthorized recording and unauthorized sharing of recorded materials is prohibited.

In this specific course, examples of class sessions recorded by the instructor may include: explanations of assignment directions and general presentation of didactic content. Most class sessions will not be recorded by the instructor to promote a safe environment in which students feel comfortable discussing the sensitive topics featured throughout the course. For the same reason, students should know that it is neither ethical nor appropriate to record class sessions without the permission of the instructor and the entire class community.

### **Course Requirements**

**1. Participation and Professionalism:** All class meetings for this course will be conducted synchronously via Zoom. Each student is expected to participate and demonstrate professionalism by attending all classes on time, completing all readings/assignments before class meetings, turning in all assignments on time, and participating in class activities and discussions. Sensitive topics will be discussed in class, and participation in these discussions is encouraged. Creating and maintaining a respectful classroom environment is of the utmost importance. Please consider how your comments will contribute to or detract from this environment. Class participation is defined to broadly to include:

- class attendance,
- participation in small group discussions/activities during class (in Zoom, video and audio should be on during small group discussions),
- contributions and responses to online discussions (on the class Canvas site),
- professional conduct.

Please be prepared to participate meaningfully by reading assigned materials, completing any writing assignments, and coming to class prepared to participate in

class discussions and take notes. Reading assigned chapters and materials is vital to class/online participation, and we will reference the textbooks regularly during class. Please refrain from using cell phones or other electronic devices not directly related to class material (e.g., class PowerPoints/readings).

**2. Attendance:** Attendance is mandatory and will be taken during the first 10 minutes of class. You are allowed **two (2)** “free” absences, to be used at your own discretion. Five points will be deducted from the total points for the course for each absence after two absences are incurred. It is recommended that students save the two free absences for unexpected issues that may arise such as illness, funerals, travel, etc. **Tardiness:** Students arriving to class after the attendance has been taken will be counted as absent. In the event of an absence, it is your responsibility to obtain any missed materials. **Please see the instructor if health or other personal issues prevent you from attending class, as accommodations may be possible with the appropriate documentation.** It is your responsibility to obtain documentation of your health or personal issue. Requirements for class attendance and make-up exams, assignments, and other work in this course are consistent with university policies that can be found at: <https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx>

**3. Exams:** Understanding of course readings and topics will be assessed with two exams worth 50 points each (100 points total). Students are required to complete each exam *individually*. Exams will consist of short answer and/or essay questions that cover material from class activities, discussions, PowerPoint presentations, and readings. **Please be aware that material not discussed in class but provided in assigned readings or Canvas resources (e.g., chapters in textbook, recorded lectures) will be covered on the exam.** Make-up exams will only be given in case of an emergency and if the circumstances constitute an excused absence according to university policies. The student should notify the instructor prior to the exam, or as soon as possible and provide appropriate documentation of the reason for the absence. If there are questions about what qualifies as an emergency, please consult the instructor.

**4. Online Discussions:** Students are expected to **contribute** and **comment** on the course website to the discussion topics. There will be a total of **five (5) online discussion topics worth ten (10) points each (50 points total)**. **Students will be assigned to small discussion groups to encourage rich and meaningful contributions. Note that groups are likely to change throughout the course to allow students to work with different students and see multiple perspectives.** Discussion topics and specific requirements will be posted to the course website. Discussion topic due dates are within the course calendar on the syllabus, as well as on the course website. It is your responsibility to check the course website for updates to discussion topics and due dates. **Original responses** to the discussion topics for the week are due by **Wednesday night at 11:59pm**. Each student must, in addition to their own original post, respond to at least 2 of their peers’ discussion posts. **Responses to 2 peers’ posts are due Friday by 11:59 pm**. Late contributions on the discussion board will not be accepted.

**5. Cultural Autobiography:** Each student is required to write a cultural autobiography paper (**25 points for first draft, 50 points for final draft; 75 points total**). The paper should be between 3-5 double-spaced pages (excluding references) with one-inch margins in 12 point, Times New Roman font. The cultural autobiography is designed to encourage students to critically think about their cultural identity within a continuum of roles and categories within society. The first draft will be submitted in the middle of the course, and

the final draft will be submitted at the end of the course with responses to instructor comments. Please refer to course documents on the Cultural Autobiography assignment for more information.

**6. Ethnography Project:** Students will work in groups to complete a semester-long project focused on engaging in an in-depth learning experience about a cultural group to which you do not belong. Students will choose from a list of topics provided, and will be responsible for learning about their group throughout the semester. The ethnography project has various components:

**a.** Completion of **an interview with a member of the chosen group** along with a one page summary of what was learned from the interview

**b.** A one-page summary on what was learned about the group through **one video resource** (i.e. a documentary or TED talk about the group) and **one scholarly journal article**

**Demonstration of learning through at least one interview, one video resource, and one scholarly journal article are required for full credit (25 points).**

**\*\*The interview summary and resource summary will be submitted as one larger document. The first section will be the interview summary and the second section will be the resources summary. The summaries should be in APA formatting, include a title page with both partners names, be in 12 point Times New Roman, single spaced, and interview questions included on a separate page. Sources should be cited and referenced appropriately. Submission of Consent Form is also required.**

**c.** A **final presentation (i.e. video, PowerPoint with voiceover)** about the group you have learned about will be shared with the class at the end of the semester. The presentation should include information learned about the group, a discussion of your intercultural understanding about the group, and a reflection about your experience as related to concepts and topics discussed in class (**50 points**). You will post your final presentation on a CANVAS discussion forum so that you and your partner can share (upload) your presentation and get feedback from other groups.

### **Canvas E-Learning site**

Each student is required to check the course E-Learning website for course updates. Students may access the site through <http://elearning.ufl.edu>. You may also find the site by going to <https://education.ufl.edu/coe-online/>. Log into the Canvas section by using your Gatorlink username and password. This website will have a copy of the course syllabus, online class discussions, volunteer forms, and useful information. Students are responsible for viewing class announcements posted on the site by the instructor. Each student is responsible for accessing class videos and PowerPoints.

### **Accommodations for Students with Disabilities**

Students with disabilities who experience learning barriers and would like to request academic accommodations should connect with the disability Resource Center. [Click here to get started with the Disability Resource Center](#). It is important for students to share their accommodation letter with their instructor and discuss their access needs, as early as possible in the semester.

### **Honor Code**

UF students are bound by the Honor Pledge, which states, “We, the members of the UF community, pledge to hold ourselves and our peers to the highest standards of honor and integrity by abiding by the Honor Code. On all work submitted for credit by students at UF, the following pledge is either required or implied, “On my honor, I have neither given nor received unauthorized aid in doing this assignment.” The Honor Code (<http://www.dso.ufl.edu/sccr/process/student-conduct-honor-code/>) specifies a number of behaviors that are in violation of this code and the possible sanctions. Furthermore, you are obliged to report any condition that facilitates academic misconduct to appropriate personnel. If you have any questions or concerns, please consult with the instructor in this class.

### **Online Course Evaluation Process**

Students are expected to provide feedback on the quality of instruction in this course based by completing online evaluations at <https://evaluations.ufl.edu>. Evaluations are typically open during the last two or three weeks of the semester, but students will be given specific times when they are open. Summary results of these assessments are available to students at <https://evaluations.ufl.edu/results/>.

### **Campus Resources**

University support services are available to students who are experiencing distress and/or personal emergencies.

### **Health and Wellness**

U Matter, We Care:

If you or a friend is in distress, please contact [umatter@ufl.edu](mailto:umatter@ufl.edu) or 352-392-1575 so that a team member can reach out to the student. Counseling and Wellness Center:

<http://www.counseling.ufl.edu/cwc/Default.aspx>, 352-392-1575.

*Sexual Assault Recovery Services (SARS) Student Health Care Center, 352-392-1161.*

*University Police Department, 392-1111 (or 9-1-1 for emergencies)*

<http://www.police.ufl.edu/>

University support services are also available to students to support their academic success.

### **Academic Resources**

*E-learning technical support, 352-392-4357 (select option 2) or e-mail to [Learning-support@ufl.edu](mailto:Learning-support@ufl.edu). <https://lss.at.ufl.edu/help.shtml>.*

*Career Resource Center*, Reitz Union, 352-392-1601. Career assistance and counseling.  
<http://www.crc.ufl.edu/>

*Library Support*, <http://cms.uflib.ufl.edu/ask>. Various ways to receive assistance with respect to using the libraries or finding resources.

*Teaching Center*, Broward Hall, 352-392-2010 or 352-392-6420. General study skills and tutoring. <http://teacingcenter.ufl.edu/>

*Writing Studio*, 302 Tigert Hall, 352-846-1138. Help brainstorming, formatting and writing papers. <http://writing.ufl.edu/writing-studio/>

*Student Complaints Campus*:

[https://www.dso.ufl.edu/documents/UF\\_Complaints\\_policy.pdf](https://www.dso.ufl.edu/documents/UF_Complaints_policy.pdf)

*On-Line Students Complaints*: <http://www.distance.ful.edu/student-complaint-process>

## Grading Scale

276-300 points, 94.0-100%	<b>A</b>	196-207 points, 74.0-76.9%	<b>C</b>
260-275 points, 90.0-93.9%	<b>A-</b>	180-195 points, 70.0-73.9%	<b>C-</b>
248-259 points, 87.0-89.9%	<b>B+</b>	168-179 points, 67.0-69.9%	<b>D+</b>
232-247 points, 83.0-86.9%	<b>B</b>	156-167 points, 64.0-66.9%	<b>D</b>
220-231 points, 80.0-82.9%	<b>B-</b>	140-155 points, 60.0-63.9%	<b>D-</b>
208-219 points, 77.0-79.9%	<b>C+</b>	<140 points, <60.0%	<b>E</b>

## Course Grades: Incomplete

A grade of Incomplete “I” will only be given in extreme circumstances (i.e., illness) and must be pre-approved by the instructor. If approved, a contract will be drawn up with the student specifying assignments and due dates. According to University policy, all incomplete work must be completed by the following semester or the student will receive a punitive incomplete (i.e., the same as an “E”).

## UF Grading Policies

See <https://catalog.ufl.edu/ugrad/current/regulations/info/grades.aspx> for more information about UF grading policies.

## Assignments and Points Values

<b>Exam 1</b>	<b>50 points</b>
<b>Exam 2</b>	<b>50 points</b>
<b>5 Online Discussions (10 points each)</b>	<b>50 points</b>
<b>Cultural Autobiography</b>	<b>75 points</b>
Part I - First draft (25 points)	
Part II - Final draft (50 points)	
<b>Ethnography Project</b>	<b>75 points</b>

Interview, video resource, and article summaries (25 points)  
Final presentation (50 points)  
**Total Points**

**300 points**

### Course Schedule

The schedule is **tentative**; changes may be made at the discretion of the instructor. Each student is responsible for ensuring they are aware of any changes. **Changes will be announced in class and posted on the class e-learning Canvas site. Class will be held Friday on Week 2 & 12 only unless otherwise announced**

**Please use this table as the main schedule for assignments in this course and notify your instructor of any inconsistencies between dates in this table and dates on canvas.**

<b>Unit 1: Education in a Changing Society and Multicultural Education</b>				
<i>Week #</i>	<i>Date</i>	<i>Class Topics</i>	<i>Readings</i>	<i>Assignments Due</i>
Week 1	Mon 1/11	Syllabus & Introductions  Introduction to Module 1		
	Wed 1/13	<b>Module 1:</b> Education in a Changing Society	*Cushner, McClelland & Sanford (2019) Chapter 1 *Sensoy & DiAngelo (2017), pg. 103	*Inventory of Cross-Cultural Sensitivity (ICCS)
	Fri 1/15	<b>Module 1:</b> Education in a Changing Society		
Week 2	Mon 1/18	<b>MLK Day No Class</b>		
	Wed 1/20	<b>Module 2:</b> Multicultural Education	*C, M, & S (2019), Chapter 2 *S & D (2017), Preface, Prologue, Chapters 1 & 2 *Optional Reading: Busey, C. L. (in press).	
	Fri 1/22	<b>Module 2:</b> Multicultural Education		<b>Discussion 1</b>

<b>Unit 2: Culture, Classrooms, and Intercultural Development</b>				
<i>Week #</i>	<i>Date</i>	<i>Class Topics</i>	<i>Readings</i>	<i>Assignments Due</i>
Week 3	Mon 1/25	<b>Module 3:</b> Culture and the Culture Learning Process	*C, M, & S (2019), Chapter 3	<b>Choose ethnography group/topic</b>
	Wed 1/27	<b>Module 3:</b> Culture and the Culture Learning Process	*S & D (2017), Chapter 3	

	Fri 1/29	<b>Module 3:</b> Culture and the Culture Learning Process	*Optional Reading: Busey, C. (2018)	
Week 4	Mon 2/1	<b>Module 4:</b> Classrooms and Schools as Cultural Crossroads	*C, M, & S (2019), Chapters 4 *S & D (2017), Chapter 4	
	Wed 2/3	<b>Module 4:</b> Classrooms and Schools as Cultural Crossroads		
	Fri 2/5	<b>Module 4:</b> Classrooms and Schools as Cultural Crossroads		
Week 5	Mon 2/8	<b>Module 5:</b> Intercultural Development	*C, M, & S (2019), Chapters 5	*Discussion 2 *Cultural Autobiography Part 1 Due
	Wed 2/10	<b>Module 5:</b> Intercultural Development		
	Fri 2/12	<b>Module 5:</b> Intercultural Development		

Mid-Term Exam Week				
<i>Week #</i>	<i>Date</i>	<i>Class Topics</i>	<i>Readings</i>	<i>Assignments Due</i>
Week 6	Mon 2/15	Exam 1 Review		Study for Exam
	Wed 2/17		Exam 1	
	Fri 2/19		No Class	

Unit 3: Race/Ethnicity, Oppression, Power, and Privilege				
<i>Week #</i>	<i>Date</i>	<i>Class Topics</i>	<i>Readings</i>	<i>Assignments Due</i>
Week 7	Mon 2/22	<b>Module 6:</b> Oppression and Power	*S & D (2017), Chapters 5 & 8	
	Wed 2/24	<b>Module 6:</b> Oppression and Power		



	Fri 2/26	<b>Module 6: Oppression and Power</b>		
Week 8	Mon 3/1	<b>Module 7: Race &amp; Ethnicity/ Racism and Privilege</b>	*C, M, & S (2019), Chapter 6 *S & D (2017), Chapter 6 *Privilege: McIntosh Article *Optional Readings: -Busey, C. L., & Cruz, B. C. (2017) -Busey, C. L. (2018)	
	Wed 3/3	<b>Module 7: Race &amp; Ethnicity/ Racism and Privilege</b>		
	Fri 3/5	<b>Module 7: Race &amp; Ethnicity/ Racism and Privilege</b>		<b>*Discussion 3</b>  <b>*Ethnography Part 1: Summaries (1-page for interview &amp; 1-page for video &amp; article)</b>

<b>Cultural Autobiography Meetings</b>	
<i>Week #</i>	Individually Scheduled Meetings Mon 3/8 – Fri 3/12
Week 9	

<b>Unit 4: Inclusive Practices: Social Stratification and Ability/Disability</b>				
<i>Week #</i>	<i>Date</i>	<i>Class Topics</i>	<i>Readings</i>	<i>Assignments Due</i>
Week 10	Mon 3/15	<b>Module 8: The Role of Social Stratification in Teaching and Learning</b>	*C, M, & S (2019), Chapter 13	
	Wed 3/17	<b>Module 8: The Role of Social Stratification in Teaching and Learning</b>		
	Fri 3/19	<b>Module 8: The Role of Social Stratification in Teaching and Learning</b>		
Week 11	Mon 3/22	<b>Module 9: Ability, Disability, and Health</b>	*C, M, & S (2019), Chapter 12	<b>*Discussion 4</b>
	Wed 3/24	<b>Module 9: Ability, Disability, and Health</b>		
	Fri 3/26	<b>Module 9: Ability, Disability, and Health</b>		

<b>Unit 5: Inclusive Practices: Language, Religion, and Gender Diversity</b>				
<i>Week #</i>	<i>Date</i>	<i>Class Topics</i>	<i>Readings</i>	<i>Assignments Due</i>
Week 12	Mon 3/29	<b>Module 10:</b> Global Communities and Language	*C, M, & S (2019), Chapters 7 & 8	
	Wed 3/31	<b>NO CLASS</b>	Continued	Rest!
	Fri 4/2	<b>Module 10:</b> Global Communities and Language	Continued	<b>*Cultural Autobiography Part 2 Due</b>
Week 13	Mon 4/5	<b>Module 11:</b> Religious Pluralism in Secular Classrooms	*C, M, & S (2019), Chapter 9 *Dweck Article	
	Wed 4/7	<b>Module 11:</b> Religious Pluralism in Secular Classrooms		
	Fri 4/9	<b>Module 11:</b> Religious Pluralism in Secular Classrooms		
Week 14	Mon 4/12	<b>Module 12:</b> Gender and Sexual Diversity	*C, M, & S (2019), Chapter 10	
	Wed 4/14	<b>Module 12:</b> Gender and Sexual Diversity		
	Fri 4/16	<b>Module 12:</b> Gender and Sexual Diversity		<b>*Discussion 5 *Ethnography Project Part 2 Due</b>

<b>Putting it all together</b>				
<i>Week #</i>	<i>Date</i>	<i>Class Topics</i>	<i>Readings</i>	<i>Assignments Due</i>
Week 15	Mon 4/19	Putting it All together	*S & D (2017), Chapter 12 *Gloria Ladson-Billings (2007)	
	Wed 4/21	<b>Final Exam Review</b>		

**Final Exam**

**Reading Days**

4/22/2021-4/23/2021

**Exam Opens:** 4/26/2021 at 8:00 A.M.

**Exam Closes:** 4/28/2021 at 5:00 P.M.

