



EDF 2085 INTRO TO DIVERSITY

Course Description: The student will explore the role of teachers as agents of social change and examine their own attitudes towards diversity and exceptionalities. The student will engage in learning opportunities that include cross-cultural dialogue and critical reflection on social justice and oppression based on race, ethnicity, gender, sexual orientation, religion, (dis)ability status, and social class. (3-hour lecture; 15 hours of approved Service Learning will be required).

Course Competency	Learning Outcomes
<p>Competency 1: The student will recognize and reflect upon how culture has impacted their personal and professional identities by:</p>	<ul style="list-style-type: none"> • Communication • Cultural / Global Perspective • Social Responsibility
<ol style="list-style-type: none"> 1. Identifying positive social identities based on their membership in multiple groups in society. 2. Describing language and historical and cultural knowledge that affirm and accurately identify their membership in multiple identity groups. 3. Recognizing that people’s multiple identities interact and create unique and complex individuals. 4. Developing a sense of pride, confidence, and healthy self-esteem without denying the value and dignity of other people. 5. Recognizing traits of the dominant culture, their home culture, and other cultures and understand how they negotiate their own identity in multiple spaces. 6. Stating the ways that social-emotional learning is impacted by ethnicity and culture. 	
<p>Competency 2: The student will develop an understanding of characteristics of diverse populations and effects on oppression on these populations in society by:</p>	<ul style="list-style-type: none"> • Cultural / Global Perspective • Social Responsibility

1. Identifying the effects of societal granting of unearned privilege and the effects of the lack of such privilege.
2. Identifying institutional and personal oppression locally, nationally, and globally.
3. Summarizing historical and present dimensions of oppression in society.
4. Summarizing how prejudice and discrimination exist at both the micro, mezzo, and macro levels.
5. Identifying theories of unearned privilege, the challenges of being an effective ally, and the advantages of difference.
6. Discussing the historical points of view toward and contribution to education of culturally diverse groups.
7. Describing how culture, family, gender, socioeconomic status, religion, language of origin, ethnicity, and age can exert influence upon the educational experience.
8. Exploring bias incidents and hate crimes and methods of combating them.
9. Discussing current research on multicultural issues in education, including the demographics and impact of diversity, on the educational process.
10. Applying reflective practices to determine how one's personal value system, attributes, stereotypes, and prejudices may influence teaching and the learning environment for teachers and students.
11. Comparing and contrasting federal, state, and local laws and mandates affecting students from diverse populations.
12. Analyzing personal values influencing professional practices with oppressed populations.
13. Applying self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse populations.

Competency 3: The student will engage in experiences encompassing a range of anti-bias, multicultural, and social justice issues by:

- Information Literacy
- Cultural / Global Perspective
- Social Responsibility
- Ethical Issues

<ol style="list-style-type: none"> 1. Analyzing the harmful impact of bias and injustice on the world, historically and today. 2. Exploring the intersection of socially and culturally constructed identities based on race, ethnicity, gender and gender expression, sexuality, class, age, ability and religion. 3. Identifying unfairness on the individual level (e.g., biased speech) and injustice at the institutional or systemic level (e.g., discrimination). 4. Discussing the categories of discrimination and their effects, including but not limited to racism, sexism, heterosexism, and classism. 5. Recognizing that power and privilege influence relationships on interpersonal, intergroup, and institutional levels and consider how teachers and students have been affected by those dynamics. 6. Analyzing the inequalities in education associated with ability, gender, language, race, and social class. 7. Recognizing the dimensions of societal granting of unearned privilege. 8. Explaining the contexts in which mass movements in societies emerge. 	
<p>Competency 4: The student will develop critical consciousness and advocate teaching for change when drawing connections to real world issues by:</p>	<ul style="list-style-type: none"> • Information Literacy • Cultural / Global Perspective • Social Responsibility
<ol style="list-style-type: none"> 1. Investigating socialized beliefs, biases/privilege. 2. Reflecting upon issues from multiple perspectives. 3. Identifying and evaluating theories and assumptions about social justice. 4. Engaging in self-reflection about the diverse learning process. 5. Analyzing methods of continuing the lifelong process of recognizing our biases, learning how to change oppressive systems, and building a more socially just, equitable, multicultural society. 6. Developing and implementing collective action against bias and injustice in the classroom and evaluating what strategies are most effective. 	
<p>Competency 5: The student will apply the principles of changemaking education by:</p>	<ul style="list-style-type: none"> • Communication • Critical thinking

	<ul style="list-style-type: none">• Social Responsibility
<ol style="list-style-type: none">1. Identifying the levels of activism from grassroots to institutional.2. Describing actions that preserve and promote human rights, human dignity, and human freedom.3. Exploring social theory in order to understand the role of marginalized groups and social activism.4. Collaborating with community members to identify a community problem.5. Developing a plan of action to address this community problem.6. Gaining practical experience in changemaking through service learning	