

## Teaching Diverse Populations

EDF 2085

(3 Credit Hours)

Online Summer 2024

Syllabus

**Instructor:** Marie Dougé, M. Ed.

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**Faculty Supervisor:** Nancy Waldron, Ph.D.

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**Class Schedule:** Online only – access course at [elearning.ufl.edu](http://elearning.ufl.edu) using Canvas

**Classroom:** Online only

**Office Hours:** By appointment

### Course Description

A survey of educational demographics, 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 concepts of equality 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. (2022). Human diversity in education: An intercultural approach (10<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*

### Course Requirements

- 1. Course Communication:** All course communication to and from the instructor should be conducted within the Canvas course website. **Please ensure that you are subscribed to all discussion forums and check your Canvas email regularly.** Canvas emails may also be forwarded to your ufl.edu email account. **If you encounter difficulties interacting with the course website, immediately contact e-Learning at elearning.ufl.edu.**
- 2. Participation and Professionalism:** This course follows a schedule that is outlined at the bottom of the syllabus. The course has **required deadlines** and is **not self-paced**. Please be prepared for discussions and reflections. This includes reading the assigned materials, watching supplementary videos, and completing written assignments. Reading assigned chapters and supplementary materials is vital to participating in online discussions. **Each week begins at 8:00 a.m. on Monday and ends at 11:59 p.m. on the following Sunday.** Each student is expected to complete all readings, complete all assignments on time, and participate in course discussions. Sensitive topics may be discussed during the course, and participation in these discussions is encouraged. Creating and maintaining a respectful online environment is of the utmost importance. Please consider how your comments will contribute to or detract from this environment.
- 3. Quizzes:** Each unit will culminate in a **graded quiz** to check your understanding of main topics addressed in each unit. Students are required to complete each quiz **on their own** but may use any course materials within the time limit allotted. Each quiz can only be taken one time. They will consist of multiple choice, matching, fill-in-the-blank, and true/false questions. These quizzes will cover material from required readings, presentations, and other course materials. There will be a total of **five (5)** quizzes worth ten **(10)** points each **(50 points total)**.
- 4. Exams:** Understanding of course readings and topics will be assessed with a **cumulative final exam** worth **50 points**. Students are required to complete the exam **on their own**. Exams taken with aid of other people will receive a score of zero for all parties involved. The exam will cover material from required readings, discussions, presentations, and any other course materials. The exam will be proctored through HonorLock. Please be aware that material not discussed in class but provided in assigned readings (e.g., chapters in textbook) 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 is encouraged to 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.
- 5. 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 Sunday by 11:59 pm**. Late contributions on the discussion board will not be accepted.

6. **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.
7. **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** about the group you are researching.

**Demonstration of learning through at least one interview, one video resource, and one scholarly journal article are required for full credit (25 points; see rubric in the Ethnography Project Part I on "Assignments" tab in Canvas)**

- 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 from the Ethnography Project Part I, a discussion of your intercultural understanding about the group (using topics and models discussed in Module 5), and a reflection about your experience as related to concepts and topics discussed in class (**50 points**).

### **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.

### **Course Accommodations**

Students with disabilities who experience learning barriers and would like to request academic accommodations should connect with the Disability Resource Center - <https://disability.ufl.edu> . 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 Evaluations**

Students are expected to provide professional and respectful feedback on the quality of instruction in this course by completing course evaluations online via GatorEvals. Guidance on how to give feedback in a professional and respectful manner is available at <https://gatorevals.aa.ufl.edu/students/>. Students will be notified when the evaluation period opens, and can complete evaluations through the email they receive from GatorEvals, in their Canvas course menu under GatorEvals, or via <https://ufl.bluera.com/ufl/>. Summaries of course evaluation results are available to students at <https://gatorevals.aa.ufl.edu/public-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](tel: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](tel:352-392-1575).

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

*University Police Department*, [392-1111](tel: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](tel: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

282-300 points, 94.0-100%	<b>A</b>	222-230 points, 74.0-76.9%	<b>C</b>
270-281 points, 90.0-93.9%	<b>A-</b>	210-221 points, 70.0-73.9%	<b>C-</b>
261-269 points, 87.0-89.9%	<b>B+</b>	201-209 points, 67.0-69.9%	<b>D+</b>
249-260 points, 83.0-86.9%	<b>B</b>	192-200 points, 64.0-66.9%	<b>D</b>
240-248 points, 80.0-82.9%	<b>B-</b>	180-191 points, 60.0-63.9%	<b>D-</b>
231-239 points, 77.0-79.9%	<b>C+</b>	<180 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.

## 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.

### Assignments and Points Values

<b>Cumulative Final Exam</b>	<b>50 points</b>
<b>5 Quizzes (10 points each)</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)	
<b>Total Points</b>	<b>300 points</b>

### Course Schedule

The schedule is **tentative**; changes may be made at the discretion of the instructors. Each student is responsible for ensuring that he/she is aware of any changes. Changes will be announced in class and posted on the class e-learning Canvas site.

**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>				
<b>Week/ Dates</b>	<b>Readings</b>	<b>Lectures/ Videos</b>	<b>Discussion/ Activities</b>	<b>Assignments</b>
<b>Week 1:</b>  5/13/24-5/19/24	*Syllabus  *Willing to be Disturbed—Margaret Wheatley  *Cushner, McClelland & Sanford (2022) Chapter 1  *Sensoy & DiAngelo (2017), pg. 103	*Unit 1 Introduction Video  *Module 1: Education in a Changing Society	*Discussion - Introductions	

<b>Week 2:</b>  5/20/24-5/26/24  <b>Module 2:</b> Multicultural Education	*C, M, & S (2022), Chapter 2  *S & D (2017), Preface, Prologue, Chapters 1 & 2  *Optional Reading: Busey, C. L. (in press).	*Module 2: Multicultural Education  *Guest Lecture: Below the Surface of The Multiculturalism Paradigm	*Unit 1 Quiz  *Discussion 1	
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<b>Unit 2: Culture, Classrooms, and Intercultural Development</b>				
<b>Week/ Dates</b>	<b>Readings</b>	<b>Lectures/ Videos</b>	<b>Discussion/ Activities</b>	<b>Assignments</b>
<b>Week 3:</b>  5/27/24-6/2/24  <b>Module 3:</b> Culture and the Culture Learning Process	*C, M, & S (2022), Chapter 3  *S & D (2017), Chapter 3  *Optional Reading: Busey, C. (2018)	*Unit 2 Introduction Video  *Module 3: Culture and the Culture Learning Process  *Guest Lecture: Socialization and Social Construction		*Choose ethnography group/topic By 6/2/24 – post on the <u>Ethnography Project Group Topics in “Discussion” tab on Canvas</u>
<b>Week 4:</b>  6/3/24-6/9/24  <b>Module 4:</b> Classrooms and Schools as Cultural Crossroads	*C, M, & S (2022), Chapter 4  *S & D (2017), Chapter 4  *C, M, & S (2022), Chapter 5	*Module 4: Classrooms and Culture  *Module 4: Prejudice and Discrimination  *A Class Divided  Module 5: Intercultural Development	*Unit 2 Quiz  *Discussion 2	

<b>Module 5:</b> Intercultural Development				
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**Unit 3: Race/Ethnicity, Oppression, Power, and Privilege**

<b>Week/ Dates</b>	<b>Readings</b>	<b>Lectures/ Videos</b>	<b>Discussion/ Activities</b>	<b>Assignments</b>
<b>Week 5:</b>  6/10/24-6/16/24  <b>Module 6:</b> Oppression and Power	*S & D (2017),  Chapters 5 & 8	*Unit 3  Introduction  Video  *Module 6:  Oppression and Power; Oppression and Racism		
<b>Week 6:</b>  6/17/24-6/23/24  <b>Module 7:</b>  Race & Ethnicity/Racism and Privilege	*C, M, & S (2022), Chapter 6  *S & D (2017), Chapter 6  *Privilege: McIntosh Article  *Optional Readings: Busey, C. L., &	*Guest Lecture: Race, Racism, Oppression, and the Curriculum  *Module 7: Privilege Video	*Unit 3 Quiz  *Discussion 3	<b>*Cultural Autobiography</b>  <b>Part 1 Due 6/23/24</b>



	Cruz, B. C.  (2017) -Busey,  C. L. (in press)			
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**Unit 4: Inclusive Practices: Social Stratification and Ability/Disability**

<b>Week/ Dates</b>	<b>Readings</b>	<b>Lectures/ Videos</b>	<b>Discussion/ Activities</b>	<b>Assignments</b>
<b>Week 8:</b>  7/1/24-7/7/24  <b>Module 8:</b> The Role of Social Stratification in Teaching and Learning	*C, M, & S (2022), Chapter 13  -	*Unit 4 Introduction Video  *Module 8: The Role of Social Class and Social Status  *Alvin Irby Video  *Christopher Emdin Video		<b>*Ethnography interview, video resource, and journal article summaries due 7/7/24 (1-page for interview/half-page for video, half-page for article)</b>
<b>Week 9:</b>  7/8/24-7/14/24  <b>Module 9:</b> Ability, Disability, and Health	*C, M, & S (2022), Chapter 12	*Module 9: Creating Inclusive Classrooms  *Inclusive Practices Video: Dr. Waldron  *Spencer West Video  *Stella Young Video	*Unit 4 Quiz  *Discussion 4	

**Unit 5: Inclusive Practices: Language, Religion, and Gender Diversity**

<b>Week/ Dates</b>	<b>Readings</b>	<b>Lectures/ Videos</b>	<b>Discussion/ Activities</b>	<b>Assignments</b>
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<p><b>Week 10:</b></p> <p>7/15/24-7/21/24</p> <p><b>Module 10:</b> Global Communities and Language</p> <p><b>Module 11:</b> Religious Pluralism in Secular Classrooms</p>	<p>*C, M, &amp; S (2022), Chapters 7 &amp; 8</p> <p>*C, M, &amp; S (2022), Chapter 9</p> <p>*Dweck Article</p>	<p>*Unit 5 Introduction Video</p> <p>*Module 10: Global Communities &amp; Language</p> <p>*Immigration, Nationalism and Equality</p> <p>*Module 11: Religion</p>		
<p><b>Week 11:</b></p> <p>7/22/2024 – 7/28/2024</p> <p><b>Module 12:</b> Gender and Sexual Diversity</p>	<p>*C, M, &amp; S (2022), Chapter 10</p>	<p>*Module 12: Gender &amp; Sexuality</p> <p>*Transgender Rights Under Threat</p>	<p>*Unit 5 Quiz</p> <p>*Discussion 5</p>	<p><b>Cultural Autobiography</b></p> <p><b>Part 2 Due 7/28/2024</b></p>

**Module 13: Putting it all Together**

Week/ Dates	Readings	Lectures/ Videos	Discussion/ Activities	Assignments
<b>Week 12:</b>  7/29/24-8/4/24	*S & D (2017), Chapter 12  *Gloria Ladson- Billings (2007)  -	*Unit Introduction Video – Ladson- Billings  *Putting it all Together Video		*Ethnography Project Due  8/2/4  Respond to 2 peers’ group presentations by Monday (8/5)

**FINAL EXAM**  
  
**EXAM OPENS: AUGUST 4TH AT 8 A.M.**  
  
**EXAM CLOSES: AUGUST 8<sup>th</sup> AT 5 P.M.**