

EDUC 205 Pluralism – 2 Credits

Fall, 2023

Instructor – Sam Dinga he/him Office Location: 4 th floor, CPS 433	Student Drop-in/Office Hours: Tuesdays, 5:00pm Email: sdinga@uwsp.edu
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Section	Day	Time	Location
EDUC 205 – 01	Tuesday/Thursday	3:00pm to 3:45pm	CPS 326
EDUC 205 – 02	Tuesday/Thursday	4:00pm to 5:45pm	CPS 326

Purpose and Course Description

This course is designed to expose you to issues and concepts of pluralism and diversity in education. Activities and assignments in this course are intended to help you broaden and deepen your understanding of issues impacting the lives of school-aged students from a variety of backgrounds and to build self-awareness skills. Most of the examples used in this course are framed for educators, but the issues and concepts apply to almost all areas of work and citizenship. I'll encourage you to share examples and experiences in class that help your peers better understand and connect with the course content.

This course is founded on the assumption that there is injustice in the world and that inequities exist. Throughout this course, you may feel that their values and beliefs conflict with others in the class or with other readings. However, do not forget that learning takes place most when we are willing and able to stretch outside our comfort zone to understand something new and different.

This course analyzes and evaluates education in the U.S., the policy of equal educational opportunity, and the impact of class, gender, race, and language differences in teaching and learning. It involves lectures, discussions, and presentations for teacher education students on topics mandated for initial certification programs in Wisconsin (Wis Admin Rule PI 34.022).

Course Learning Outcomes

By the end of the course, you will be able to:

- Explain and appreciate the history, culture, and contributions of women and various racial, cultural, language, and economic groups in the United States.
- Explain and appreciate your own culture.
- Explain the roots and impacts of discrimination, especially racism and sexism, in American society.
- Explain strategies for creating spaces that are safe and welcoming, in which everyone can succeed.

Wisconsin Teaching Standards

The Wisconsin Teaching Standards have been grouped into four general categories (The Learner and Learning, Content, Instructional Practice, and Professional Responsibility) to help users organize thinking about the standards.

This course focuses on these Wisconsin Teaching Standards:

Standard #2: Learning Differences. *The teacher uses his or her understanding of individual pupil differences and diverse cultures and communities to ensure inclusive learning environments that enable each pupil to meet high standards.*

Standard #3: Learning Environments. The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.

Course Policies

Attendance:

Your attendance and participation are essential. Collaboration with your peers outside class is strongly encouraged. All students are expected to read the assigned material before each class session. Students will be asked to discuss reading material in small groups. Every class attended is worth 1 point, 28 points total. Your learning is a priority but so is your wellbeing. Many students face obstacles while pursuing their education. These can be related to work, family obligations, or unforeseen personal difficulties. If you are experiencing challenges that are affecting your ability to succeed in this course, please contact me so we can work together to plan for your success. If I feel like missed attendance is becoming a pattern, I will reach out. For make-up work please contact me.

Please refer to the [office of the registrar](#) for more attendance information.

Please refer to the “Absences due to Military Service” and “Religious Beliefs Accommodation.”

Late Work:

I do expect you to complete all assignments on time. An assignment completed on time can receive 100% of the points. Please contact me if there is a need for work to be turned in late.

When contacting me about a life event or other exceptional need, please suggest the specific accommodation(s) you want (e.g., turning in an assignment late without a penalty, taking an Incomplete in this course).

Instructor Inclusivity Statement

I am committed to a learning environment where diverse perspectives are recognized and valued as a strength. My intention is that students from all backgrounds feel welcomed and well-served in this learning space. Course materials and activities are chosen with care to be respectful of diversity in gender identity, sexuality, disability, age, socioeconomic status, ethnicity, race, nationality, religion, and culture.

I'm also committed to continually work on myself as I strive to become an antiracist educator. My goal is to always do better than before and if there is something that makes you uncomfortable or I miss the mark, please know that I welcome feedback.

I will continue to push not only my own thinking, but yours as well. We will support each other through some difficult conversations, but please know we are in this together. My goal is that we all grow as a community.

Reflective Practitioner

It is necessary that you take the time to reflect on your interactions, disposition, and pedagogy throughout each school year. To be reflective is not being critical of yourself but rather a necessary tool to ensure that you are providing the best service to your students and colleagues. I will provide a myriad of resources to encourage reflection and collaboration in and outside of the classroom.

Class Climate

I'm dedicated to creating safe, inclusive classes where everyone can succeed. This course is a **Safe Zone for LGBTQ+ students**. I won't condone disrespectful or discriminatory language or behavior. I extend an open door invitation to all my students. If you feel unwelcome or unsafe in this course or have any concerns about your ability to succeed, please let me know. We can address the issue together confidentially. As a teacher, I align my policies and choices with my university's guidance, including the UWSP Community Bill of Rights and Responsibilities (Links to an external site.).

Dispositions and Conduct

I view my students as pre-professionals or current professionals. Your conduct in this course should demonstrate your qualifications for professional responsibilities. I will treat you as a professional, and I expect you to demonstrate your qualifications in many ways.

As a class, **we will approach all discussions with respect and kindness**. Disagreements and debates in academic discourse are expected and welcome, but personal attacks are never okay and will not be tolerated.

If you have experienced an act of conduct, speech, or expression at UWSP that is motivated by bias, you have the right to report it using this [bias incident reporting form](#). You may also contact the Dean of Students office directly at dos@uwsp.edu.

Here are some ways we can agree to work together:

- Lean sharing – share what you would like to share but be conscientious of other's opportunity for airtime.
- Include others in discussions.
- Present ideas without the use of offensive language.
- Our classmates come with differing abilities and strengths. Everyone deserves respect and kindness.
- Be Brave. Sometimes it takes a lot of bravery to enter discussions, especially around topics that are new or challenging. Speak from your heart.
- Do not hesitate to ask for feedback.

Exceptional Needs

I'm dedicated to accommodating the needs of my students. **I don't believe that equal treatment is the same as fair treatment.** A course requirement like a deadline may be unfair to you, based on a life event or a disability. If I agree that the requirement is unfair, then I'm happy to make an accommodation. *Some examples of exceptional needs are, learning disability, physical disability, chronic illness, death in the family, car accident, sick child.*

As a teacher, I align my policies and choices with the Americans with Disabilities Act (ADA), a federal law that requires educational institutions to provide reasonable accommodations for students with disabilities. Here is more information about UWSP's relevant policies. If you have a disability and want accommodation, please register with the [Disability Services and Assistive Technology Office](#) and contact me. If you're unfamiliar or uneasy with this process, please contact me anyway, and we'll work through it together.

Integrity

I expect you to come to class promptly and regularly, prepared to actively and fully participate in the activities. I expect you to treat me, your colleagues, and anyone else with respect and tolerance. I expect you to take responsibility for managing your life so that you complete all assignments on time. However, life happens from time to time. If you cannot meet these expectations (e.g., attendance, assignments), I expect you to communicate with me and anyone else affected (e.g., your colleagues) as soon as possible.

As a teacher, I align my policy on academic misconduct (e.g., cheating) with Chapter 14 of the UWSP Bill of Rights and Responsibilities. This is my general policy: I will allow you to redo the relevant assignment for no more than 50% possible, and you won't be eligible to earn higher than a B+ in this course (UWSP 14.04 (1) (d, e)). I will honor your right to a conference with me, a written report from me, and contest my decision (UWSP 14.06 (1, 3)).

Offensive/Outdated Language

Some of our readings are historical. As such, they will make use of archaic terms when referring to specific minority groups. I will provide advance warnings when this is the case, and I will use contemporary terms for various identities in all lectures and discussions. I ask that you do the same. If you are unsure of the correct terminology for specific groups, please email me to ask. If by chance someone uses an archaic term during discussion, I will correct the error and ask them to use the contemporary term in future conversations.

Preferred Names

If your preferred name is not the same as the name that appears on the university provided roster for the course, please let me know so that I can address you according to your preference.

Pronouns

I am committed to making sure all of my students feel welcome to come as their true and authentic selves. Feel free to tell me your pronoun or correct me if I ever misgender you.

Technology in the Classroom:

Cell phone usage: It is my experience that students learn the most when they are actively engaged with course material during lectures and discussions. With that being said, I have a loose expectation with cell phones. If you need to use it, you've earned the right to. Ultimately it is all of you who are paying for this

education. I may approach you after class and inquire about your usage if it appears to be excessive. If it continues to be an issue, it will reflect on your attendance grade. **Your physical presence is not adequate enough to be present.**

Confidentiality

Learning requires risk-taking and sharing ideas. Please keep your classmates' ideas and experiences confidential outside the classroom unless permission has been granted to share them.

Student Support Resources

Tutoring and Learning Center (TLC):

The Tutoring and Learning Center provides individual and group tutoring in a variety of subject areas.

Advising:

Staff in the Academic and Career Advising Center directly assist students in realizing their potential, achieving educational goals, and making successful transitions through college and into careers. See table below for contact information.

Health/Mental Health:

Over the past few years, the U.S. has experienced a pandemic, the painful consequences of long-endured violence against people of color and Black communities, divisive political rhetoric and actions, changes to what many had assumed were basic rights afforded to them by the constitution, climate change, gun violence, and a host of other issues that impact people. These events have caused and continue to cause, fear, stress, and pain for many members of our community, and will continue to impact each of us in various ways throughout the term. If recent events have impacted your health, well-being, or school work, I encourage you to contact the Counseling Center, located in **Delzell Hall (715)346-3553**.

Canvas Support:

Canvas help is available 24/7. You can access this from any Canvas page using the “?” icon in the menu located at the left of your screen. Self-train on Canvas through the [Self-enrolling/paced Canvas training course](#)

Dropping UWSP Courses

It is the student's responsibility to understand when they need to consider unenrolling from a course. Refer to the UWSP [academic calendar](#) for dates and deadlines for registration. After this period, a serious and compelling reason is required to drop from the course. Please reach out for support or if you have any questions.

Advising	Tutoring and Learning Center	Safety and General Support	Health
Academic and Career Advising Center, 234 CCC Ext. 3226	234 Collins Classroom Center (CCC) 1801 4th Ave. Stevens Point, WI 54481 715-346-3568 tlctutor@uwsp.edu	Dean of Students Office, 212 Old Main, ext. 2611	Counseling Center, Delzell Hall, ext. 3553. Health Care, Delzell Hall, ext. 4646

*[Click here](#) to flag a policy or practice that disproportionately affects marginalized students

UWSP Service Desk (601 Division St)

The Office of Information Technology (IT) provides a Service Desk to assist students with connecting to the Campus Network, virus and spyware removal, file recovery, equipment loan, and computer repair. You can contact the Service Desk via email at techhelp@uwsp.edu or at (715) 346-4357 (HELP) or visit the IT service desk website.

Dean Of Students Care Team

The University of Wisconsin-Stevens Point is committed to the safety and success of all students. The Office of the Dean of Students supports the campus community by reaching out and providing resources in areas where a student may be struggling or experiencing barriers to their success. Like other faculty and staff, I will

be proactive, supportive, and involved in facilitating your success through early detection, reporting, and intervention.

As your instructor, I may contact the Office of the Dean of Students if I sense you are in need of additional support which I may not be able to provide. You may also share a concern if you or another member of our campus community needs support, is distressed, or exhibits concerning behavior that is interfering with the academic or personal success or the safety of others, by accessing the [student of concern reporting form](#).

Legal and Institutional Policies

Although your instructor is responsible for developing course policies, there are institutional policies and laws with which each course must comply.

Equal Access for Students with Disabilities

Many students have visible or invisible disabilities, and UWSP offers accommodations that allow all students to achieve their full potential in a course. If you require modifications in a course due to a disability, contact the [Disability Resource Center](#) to complete an Accommodations Request form, Phone: 346-3365 or Room 108 in Collins Classroom Center. Inform me of the required accommodations.

UW-Stevens Point will modify academic program requirements as necessary to ensure that they do not discriminate against qualified applicants or students with disabilities. The modifications should not affect the substance of educational programs, compromise academic standards, or intrude upon instructors' academic freedom. Examinations or other procedures used for evaluating students' academic achievements may be adapted. The results of such evaluation must demonstrate the student's achievement in the academic activity, rather than describe their disability.

Confidentiality/FERPA

Details about your academic performance and participation in this course are confidential, as outlined in The Family Educational Rights and Privacy Act (FERPA).

Religious Belief Accommodations

I am committed to respect for all religious traditions. If there is a conflict between course deadlines/requirements and your religious practices or beliefs, please inform me so I can make reasonable accommodations. (See UWS 22).

Absence due to Military Service

I am committed to respect for those in the armed forces. You will not be penalized for late work due to unavoidable or legitimate required military obligations, or medical appointments at a VA facility, not to exceed two (2) ~~weeks~~ unless special permission is granted by the instructor. Please contact me if you have such an obligation so that reasonable accommodations can be made. For absences due to being deployed for active duty, please refer to the [Military Call-Up Instructions for Students](#).

Academic Honesty

All material submitted for grading in this course should represent the work of the student who submits it. When students claim credit for work that is not their own (copy, cheat), or assist in such acts, they may be guilty of Academic Misconduct. If found to have committed academic misconduct, students may face punishments from lowered grades to expulsion from the University. You are capable of meeting my expectations for this course. If you are concerned about how well you are doing in the course, please come speak with me instead of considering academic misconduct. Please see the student handbook coverage of [academic misconduct](#) for more information.

Title IX

UW-Stevens Point is committed to fostering a safe, productive learning environment, and I have organized my course to ensure this. Title IX and institutional policy prohibit discrimination on the basis of sex, which includes harassment, domestic and dating violence, sexual assault, and stalking. In the event that you choose to disclose information about having survived sexual violence, including harassment, rape, sexual assault, dating violence, domestic violence, or stalking, and specify that this violence occurred while a student at UWSP, federal and state laws mandate that I, as your instructor, notify the Title IX Coordinator/Office of the Dean of Students.

Please see the [Title IX page](#) for more information for guidance on making confidential reports of misconduct or interpersonal violence, as well as campus and community resources available to students.

Clery Act

The US Department of Education requires universities to disclose and publish campus crime statistics, security information, and fire safety information annually. Statistics for the three previous calendar years and policy statements are released on or before October 1st in our [Annual Security Report](#). Another requirement of the Clery Act, is that the campus community must be given timely warnings of ongoing safety threats and immediate/emergency notifications. For more information about when and how these notices will be sent out, please see our [Jeanne Clery Act](#) page.

Drug Free Schools

The Drug Free Schools and Communities Act (DFSCA) requires that institutions of higher education like UWSP establish policies addressing unlawful possession, use, or distribution of alcohol and illicit drugs. The DFSCA also requires the establishment of a drug and alcohol prevention program. The Center for Prevention lists information about alcohol and drugs, their effects, and the legal consequences if found in possession of these substances. [Center for Prevention – DFSCA](#)

Copyright infringement

Copyright is a kind of intellectual property. It protects a creator’s original works from specific forms of use by others. I strongly believe in the importance of respecting copyright, and appropriately attributing all works presented in this course, and expect students to show the same respect. If you use images, video, or words produced by others, it is important that you properly attribute them to the copyright holder. Inappropriately using or failing to correctly credit the owner of the intellectual property you use, without permission or legal authority, could be a violation of the Laws governing intellectual property. (see section 106 of the Copyright Act). Each year students violate these laws and campus policies, putting themselves at risk of federal prosecution. For more information about what to expect if you are caught, or to take preventive measures to keep your computing device clean, visit our [copyright page](#).

School of Education Policy

Students MUST achieve a grade of “C-“ or higher for teacher certification. Any grade lower than a “C-“ will require a repeat of the course.

EDUC 205 Pluralism - Fall 2023

Important Note: This syllabus, along with course assignments and due dates, are subject to change. It is the student’s responsibility to check Canvas for corrections or updates to the syllabus. Any changes will be clearly noted in a course announcement or through email.

Course Information

Instructor – Sam Dinga he/him Office Location: 4 th floor, CPS433	Student Drop-in/Office Hours: Tuesdays, 5:00pm Email: sdinga@uwsp.edu
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Section	Day	Time	Location
EDUC 205 – 01	Tuesday/Thursday	3:00pm to 3:45pm	CPS 326
EDUC 205 – 02	Tuesday/Thursday	4:00pm to 5:45pm	CPS 326

Textbook & Course Materials

There are two required rental textbooks:

- Cushner, McClelland, and Safford (2019). Human Diversity in Education: An Intercultural Approach. New York: McGraw Hill. ISBN: 978-1260131635
- Gorski, P.C., & Pothini, S.G. (2018). Case Studies on Diversity and Social Justice Education. McGraw Hill. ISBN:978-0-8153-7500-5

Other readings will be handed out in class, posted on Canvas, or obtained independently by students.

Please let me know if you have difficulty getting supplies for this class, and I will discretely help you.

Pre-Clinical Experience (formerly known as “practicum” [Field Experience])

As part of this course, you’re required to complete 12 pre-clinical experience hours. See the "Pre-clinical experience" module for the details, resources, and assignments.

Course Structure

This is an in person class.

Topic Outline/Schedule

(Subject to Change)

	Date	Topic	Reading Due	Homework Due
Week one	9/5/23	Introduction		
	9/7/23	Purpose, Community building, Circle process		
Week two	9/12/23	Community Building	Sensoy & DiAngelo - Is Everyone Really Equal - Chapter 1 .pdf	Identify three themes from the reading and prepare to discuss in class in groups.
	9/14/23		Brave Spaces	Identify three themes from the reading and prepare to discuss in class in groups.
Week three	9/19/23	Critical Thinking	Sensoy and DiAngelo Chapter 2	Identify three themes from the reading and prepare to discuss in class in groups.
	9/22/23			
Week four	9/26/23	Education in a Changing Society	Cushner, Chapter 1	Identify three themes from the reading and prepare to discuss in class in groups.
	9/28/23	Multicultural education and global education	Cushner, Chapter 2	Identify three themes from the reading and prepare to discuss in class in groups.
Week five	10/3/23	Culture and Culture Learning Process	Cushner, Chapter 3	Cultural competence assessment (#1)
	10/5/23			Cultural Competence Self-Reflection (#1)
Week six	10/10/23	Inter-cultural Development and Self-Reflection	Cushner, Chapter 5, Self-Reflection	
	10/12/23		Read Bobbi Harro Cycle of Socialization and Watch Discrimination Crash Course	
Week seven	10/17/23	Classrooms as cultural crossroads	Cushner, Chapter 4	
	10/19/23		Listen to Culture Wars Podcast and read related articles	
Midterm				

Week eight	10/24/23			DEI Event Reflection
Week nine	10/31/23	Indigenous people/ Native Americans		TBD
	11/2/23			TBD
	11/7/23	ACT 31 Mini-Conference		
Week ten	11/9/23	Socio-economic Status	READING TBD Gollnick and Chinn Chapter 3	Watch Poor Kids
	11/8/23		Gorski Chapter 3	
Week eleven	11/14/23	Race and Ethnicity	Cushner Chapter 6	Watch American Denial
	11/16/23		Gorski, Chapter 6	
Week twelve	11/21/23	Race and Ethnicity		
	11/23/23			
Week thirteen	11/28/23	Gender	Reading TBD, Watch Tough Guise	
	11/30/23		Gorski, Chapter 7	
Week fourteen	12/5/23	LGBTQ+		Watch: Gender Revolution: A Journey with Katie Couric
	12/7/23		Gorski, Chapter 9	Pre-service Practicum Reflection Due
Week fifteen	12/12/23	(Dis)ability and Exceptionality	Read Cushner, Chapter 12 Watch Lives Worth Living	Cultural Competence assessment (#2)
	12/14/23	Bringing it all together		Cultural Competence Self-Reflection (#2)
EXAM Week: December 18-22 Preservice Teacher Practicum Reflection Due Last day of the semester December 22				

Major Course Assignments

These assignments are designed to help you foster proficiencies for successful teaching.

Cultural Competence Assessment (#1)	This assignment is designed to help you explore your individual cultural competence. The purpose is to help you consider your own skills, knowledge, and awareness in your interactions with others, and to recognize what you can do to become more effective working with diverse students, families, and colleagues.	5
Cultural Competence Reflection (#1)	This assignment is designed to help you explore your individual cultural competence. The purpose is to help you consider your own skills, knowledge, and	25

	awareness in your interactions with others, and to recognize what you can do to become more effective working with diverse students, families, and colleagues.	
<u>DEI Intercultural Activity Reflection</u>	This course aims to help you develop an understanding of how individuals are socialized into their immediate social and individual identity group, and also to address your ability to accept and interact more effectively with people different from yourself.	25
Cultural Competence Assessment (#2)		5
Cultural Competence Reflection (#2)		25
Pre-Service Experience Reflection	The purpose of this assignment is to challenge you to reflect on concepts and topics discussed in this course as you observe them (or their absence) in real life classrooms (or classroom-like experiences).	20

Grading Policies

Grading and Course Requirements

Directions and rubrics for all the assignments are in Canvas. I'm always happy to answer questions on an assignment, so please don't hesitate to ask. I care about your success. I'd rather clear up your confusion today than deduct points on an assignment tomorrow.

Please read the directions for each assignment carefully. Depending on the assignment, you will email me, post to Canvas under Discussions, or submit to the Canvas dropbox. If you are emailing me, please send one assignment per email, and use the correct subject. You can lose points by not submitting an assignment correctly.

Please save all emails and assignments for this course until you see a final grade on your transcript or Degree Progress Report, and you are satisfied with your grade.

Completing Assignments

All assignments for this course will be submitted electronically through Canvas unless otherwise instructed.

Letter Grade Assignment

Final grades assigned for this course will be based on the percentage of total points earned and are assigned as follows:

Letter Grade	Percentage
A	93-100%
A-	90-92.99%
B+	87-89.99%
B	83-86.99%
B-	80-82.99%
C+	77-79.99%
C	73-76.99%
C-	70-72.99%
D+	67-69.99%
D	60-66.99%
F	Below 60%

**I reserve the right to bump a grade up (especially if it's close) based on your participation and performance in the class.*