“If you are neutral in situations of injustice, you have chosen the side of the oppressor.

If an elephant has his foot on the tail of a mouse and you say you are neutral, the mouse will not appreciate your neutrality.” ~ Desmond Tutu

EDSP481/681 Cultural Diversity and Disability
Fall 2011 Mondays, 10:00 am – 12:45 pm
Location: 2416 CSS (Computer Science)
Instructor: Peter Leone, Ph.D., leonep@umd.edu
Office: 1232 Benjamin; 301-405-6489
Office Hours: Mondays, 1:00 -1:30 pm; Wednesdays 9:00 am – 11:00 am and by appointment.
TA: Jennifer Kline
Office: 1224 Benjamin; 301-405-6462
Office Hours: Tuesdays, 12:00-3:30 pm and by appointment

Texts:

Readings:
Additional readings will be posted on the course website [www.elms.umd.edu].

Course Description:
The term *diversity* is a multifarious concept in education. In the simplest terms diversity means difference. It is an area of study concerned with the various ways human beings differ from each other, provide distinct points of exceptionality and construct “otherness”. Because the term can be ambiguous, its use is often developed in relationship to the interests of the inquiring individual or group. For instance, during discussions about diversity within a women’s studies program, one might refer to genders or sexual orientations. Within sociology or anthropology course, diversity might refer to religious beliefs, language variations, socioeconomic class, or national origins. For the purposes of this course – a study of diversity issues within special education – the term includes attention to issues of race, culture and disability as they pertain to teaching, learning, and social justice. These foci do not exhaust the concept of diversity. Rather they suggest ways we can examine social and political ideas like...
color, culture, socioeconomics and their implications for special education. Focusing the term diversity in this way can support various schemas for thinking about difference. In turn, these frameworks can support the development of more effective pedagogies for teachers and produce enumerable benefits for students’ social and academic successes. In the first part of the course we examine beliefs, biases, and stereotypes associated with diversity and disability in the United States. In the second part of the course, we examine the nature and extent of disparate outcomes and opportunities available to students. Finally, in the last part of the course we will examine strategies that individuals, schools, and communities can take to ensure that all students achieve success in school and in life. Successful completion of this course will require that you examine your beliefs about race, ethnicity, disability, and diversity.

Learning Outcomes:

- Teacher candidates* will demonstrate an understanding of key concepts related to culture, diversity, and disability and the ways those concepts affect teaching and learning.
- Teacher candidates will be able to thoughtfully examine and discuss their beliefs and experiences concerning race, ethnicity, disability, and diversity.
- Teacher candidates will reflect on the differences between tolerance and respect in relationship to diversity and expectations for social and academic excellence.
- Teacher candidates will demonstrate an understanding of diversity and incorporate their ideas into conversations about pedagogy.
- Teacher candidates will investigate frameworks for thinking about race and culture in relationship to learning and citizenship.

The learning activities in this course address the College of Education Conceptual Framework in several areas. In Domain 1: Commitment, diversity; in Domain 2: Knowledge, knowledge of learners and knowledge of social and cultural contexts. The course also addresses Emerging Commitments in the College Conceptual Framework in the following areas: EC1- equity and diversity, EC6 – responsible and ethical action. The course also addresses the InTASC Core Teaching standard #2: Learner Differences (*The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards. InTASC 2*)

With regard to SPA standards, the course addresses the following CEC Standards for the Preparation of Special Education Teachers: Standard 1: Foundations; Standard 3: Individual Learning Differences; Standard 5: Learning Environments and Social Interactions.

Key concepts and terms used in this course can be found under the Course Documents tab on the course website.

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Assignments:

<table>
<thead>
<tr>
<th>Assignments</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sample Dropbox file</td>
<td>5</td>
</tr>
<tr>
<td>Personal Diversity and Disability Narrative</td>
<td>30</td>
</tr>
<tr>
<td>School District Analysis</td>
<td>40</td>
</tr>
<tr>
<td>Wiki Contributions (2)</td>
<td>20</td>
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<tr>
<td>Quizzes (2)</td>
<td>40</td>
</tr>
<tr>
<td>Final Paper</td>
<td>50</td>
</tr>
<tr>
<td>Participation</td>
<td>10</td>
</tr>
<tr>
<td>Completion of course evaluation</td>
<td>5</td>
</tr>
<tr>
<td><strong>TOTAL POINTS</strong></td>
<td><strong>200</strong></td>
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</table>

All assignments with the exception of the contributions to the Class Wiki, should be written using 12 pt. font. Written assignments should be submitted via the digital dropbox by 9 am on the due date on the course website [www.elms.umd.edu]. (The exception is the final paper which is due by noon on the due date, December 16.) Information about naming assignment files you submit is discussed below. At the instructor’s discretion, points will be deducted from assignments that are late or are improperly formatted. Detailed information for the major assignments can be found on the course website.

**Brief Description of Assignments**

**Sample Dropbox file submission**
All students need to properly label and submit a document to the digital dropbox by September 19.

**Personal Diversity and Disability Narrative**
This assignment requires you to write an autobiographical reflection which describes personal experiences that contributed to your understanding of diversity and disability. This assignment is due September 26.

**School District Analysis**
Individually or in pairs, each student will analyze disproportionality in special education identification and/or school discipline in a school or school district and briefly describe the results. Students should be prepared to discuss their analyses in class. Due date is October 24.

**Summary and presentation of disproportionality analyses (681 students only)**
Students enrolled in EDSP 681 will review and complete a summary, analysis, and brief presentation of the school district analyses completed by students in the course. Students will meet with the instructor to plan this assignment. Due date is November 14.
Wiki Contributions
As a class, we will develop a course wiki on cultural diversity and disability during the semester. Each student will make at least two contributions to the course wiki. Contributions may include brief essays as well as annotated graphs and images as approved by the instructor or TA. Wiki contributions are due November 7 and 28.

Quizzes
Two quizzes covering major topics from class and our readings will be given in class on October 17 and December 12.

Final Paper
In place of a final exam, each student will complete a final paper. Guidelines for completion of the paper will be available by late November. Final papers are due December 16 at noon.

Participation
Students who regularly attend class and actively participate in class discussions and activities can earn participation points.

Course Evaluation
Your participation in the evaluation of courses through CourseEvalUM is a responsibility you hold as a student member of our academic community. Your feedback is confidential and important to the improvement of teaching and learning at the University as well as to the tenure and promotion process. CourseEvalUM will be open for you to complete your evaluations at the end of the semester. By completing all of your evaluations, you will have the privilege of accessing the summary reports for thousands of courses online at Testudo. Completing the course evaluation and providing evidence that you have completing the evaluation, is worth 4 points.

Blackboard & Course Website
We will use the Blackboard course tool to communicate, disseminate information, and submit and return all assignments. Our Blackboard course website will be used for email, weekly announcements, grades, and access to the syllabus, lessons, resources, course readings, and internet-links. This course can be found at www.elms.umd.edu. Students are encouraged to visit the course website weekly for updates on class activities.

Naming the assignments you submit
All assignments posted on Blackboard must begin with your last name followed by the name of the assignment. For example, I would save and post my reaction paper on Blackboard as Leone-reactionpaper [or something similar that begins with your last name]. No assignments will be accepted via email. (See Student Resources and Tutorials on the Blackboard site if you need help figuring out how to submit assignments.)
# Schedule of Class Activities

<table>
<thead>
<tr>
<th>Week/date</th>
<th>Topic</th>
<th>Readings</th>
<th>Assignments/ assessments</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Sept 12</td>
<td>Introduction to the course; getting to know each other; Courageous conversations</td>
<td>Justice Stevens on Invidious Prejudice – (elms.umd.edu)</td>
<td>Introduction; in-class pretest assessment</td>
</tr>
<tr>
<td>3. Sept. 26</td>
<td>Agreeing to talk about race; Designing our wiki.</td>
<td>Trouble: Intro, pp. xi-xxxviii</td>
<td>Personal Diversity &amp; Disability Narrative</td>
</tr>
<tr>
<td>4. Oct. 3</td>
<td>Getting personal about race and disability; discussion of personal narratives – Guest speaker: Rosy Carranza</td>
<td>Trouble: Chapter 2, pp. 17-42</td>
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<tr>
<td>6. Oct. 10</td>
<td>What about race – Guest speaker: Ty Blackwell</td>
<td>Trouble: Chapter 1, pp. 3-16</td>
<td></td>
</tr>
<tr>
<td>7. Oct 17</td>
<td>Multiple perspectives on race and disability; Analyzing school district data</td>
<td>Trouble: Chapter 3, pp. 43-59; Chap. 5, pp. 75-82</td>
<td>Quiz 1</td>
</tr>
<tr>
<td>8. Oct. 24</td>
<td>Discipline, exclusion, and the juvenile delinquency system</td>
<td>Trouble: Chaps. 7-8, pp. 111-158; Gay &amp; Lesbian Teens</td>
<td>School district analysis</td>
</tr>
<tr>
<td>10. Nov. 14</td>
<td>Discussion of Color of Fear; Loss and emerging cultural contexts</td>
<td>Wise: 127-146</td>
<td>Summary of Disproportionality Analyses (681 only)</td>
</tr>
<tr>
<td>11. Nov. 21</td>
<td>Review of Wikis; Collaboration, cooperation, &amp; doing harm</td>
<td>Wise: 146-171</td>
<td>Second wiki contribution</td>
</tr>
</tbody>
</table>
Promoting and engaging in courageous conversations in schools; next steps for beginning teachers

Trouble Chap. 4, pp. 61-71

Quiz 2

Final paper due December 16 @ noon.

**Academic Integrity**

The University is one of a small number of universities with a student-administered Code of Academic Integrity and an Honor Pledge. The Code prohibits students from cheating on exams, plagiarizing papers, submitting the same paper for credit in two courses without authorization, buying papers, submitting fraudulent documents, and forging signatures. Please type the following statement at the end of each exam or assignment you submit via the digital dropbox:

*I pledge on my honor that I have not given or received any unauthorized assistance on this examination (or assignment).*

Compliance with the code is administered by the Student Honor Council, which strives to promote a “community of trust” on the College Park campus. Allegations of academic dishonesty should be reported directly to the Honor Council (314-8450) by any member of the academic community.

**Accommodations**

The University provides appropriate accommodations for students with documented disabilities. In order to ascertain what accommodations may be required, please inform the instructor of your needs at the beginning of the semester. If you have specific questions and supports available, contact Dr. Jo Ann Hutchinson at Disability Support Services (314-7682). She will make arrangements with you to determine and implement appropriate academic accommodations.

**Religious Observance**

The University System of Maryland policy "Assignments and Attendance on Dates of Religious Observance" states that students should not be penalized in any way for participation in religious observances and that, whenever feasible, they be allowed to make up academic assignments that are missed due to such absences. However, the student must personally hand the instructor a written note or send an email to the instructor about the projected absence within two weeks of the start of the semester. The request should not include travel time.
Attendance and Participation

Regular attendance and participation in this class is the best way to grasp the concepts and principles being discussed. However, in the event that a class must be missed due to an illness, the policy in this class is as follows:

1. For every medically necessary absence from class, a reasonable effort should be made to notify the instructor in advance of the class. When returning to class, students must bring a note identifying the date of and reason for the absence, and acknowledging that the information in the note is accurate.
2. If a student is absent more than three times due to a medical condition, please provide documentation signed by a health care professional.
3. If you are absent on days when quizzes are scheduled please notify the instructor in advance, and upon returning to class, bring documentation of the illness, signed by a health care professional.

University Closings

If the University is closed due to inclement weather, information about completing and/or rescheduling class activities will be posted on the course website.