

AUGUSTA STATE UNIVERSITY
COLLEGE OF EDUCATION
EDUCATIONAL LEADERSHIP, COUNSELING AND SPECIAL EDUCATION

EDUC 2120 A
EXPLORING SOCIAL - CULTURAL PERSPECTIVES
3 SEMESTER HOURS

Term: Fall 2009

Meeting Time: 6:00 – 8:30 PM

Tuesdays: Room UH 352

Instructor: Ava Greene Bedden, Esq.

Telephone: 706.821.8246

e-mail: abedden@aug.edu

Office Hours: By Appointment

COURSE DESCRIPTION

This course is designed to provide future educators with the fundamental knowledge of understanding culture and teaching children from diverse backgrounds. Specifically, this course is designed to examine 1) the nature and function of culture; 2) the development of individual and group cultural identity; 3) definitions and implications of diversity; and 4) the influences of culture on learning, development and pedagogy. **There is a 15 hour field/lab component to this course. You can not pass this course without it.**

COURSE OBJECTIVES

1. Examine the nature and function of culture.
2. Explore how history and culture shape world views.
3. Examine the development of his/her own cultural identity and learning styles.
4. Develop and apply strategies for observing, analyzing, and comparing differences related to family structures, socioeconomic status, abilities/disabilities and culture.
5. Articulate strategies for teaching culturally diverse students in the classroom.
6. Identify school practices and policies that perpetuate and maintain achievement gaps, including negative stereotypes, related to race, class, persons with disabilities, gender, sexual orientation, and other forms of prejudice and discrimination.
7. Identify educators' cultural practices and expectations that perpetuate and maintain achievement gaps.
8. Identify strategies that creatively deal with challenges and differences between the cultures of educators and students.
9. Identify assets and values of diverse populations to bring student learning to higher levels.

TEXTBOOKS:

Banks, James. *Multicultural Education Issues and Perspectives*;

Spring, Joel. *Deculturalization and the Struggle for Equality*

Supplemental Materials: (Will be added to the existing texts) Videos and Articles

CONCEPTUAL FRAMEWORK PRINCIPLES:

The conceptual framework(s) establishes the shared vision for a unit's efforts in preparing educators to work effectively in P-12 schools. It provides direction for programs, courses, teaching, candidate performance, scholarship, service, and unit accountability. The conceptual framework(s) is knowledge-based, articulated, shared, coherent, consistent with the unit and/or institutional mission, and continuously evaluated. (NCATE)

The Educational Leadership, Counseling and Special Education Department holds a common set of standards (knowledge, skills and dispositions) in which each candidate prepares to practice as professionals in his/her discipline. These standards will promote the success of all students through becoming:

- I. Learned and Scholarly Professionals who are Knowledgeable-Ethical-Collegial
- II. Democratic Professionals who are Advocates and Meaning Makers
- III. Self-Actualizing Professionals who are Role Models and Changes Agents

COURSE CONTENT

- I. Understanding humans as cultural beings and identifying elements of culture
- II. The development of culturally influenced cognition, interactional styles, language and communication
- III. The socio-cultural contexts of families and communities.
- IV. Instruction on participant observation.
- V. Socio-cultural influences on learning.
- VI. Awareness of culturally responsive pedagogies.
- VII. Effects of policy and practice on culture, race, social class, persons with disabilities, gender, sexual orientation, and other categories of diversity.
- VIII. Equity in education: testing, tracking, disciplinary policies, and special education placement.
- IX. History of prejudice, discrimination and racism in U.S. and their current educational implications.
- X. Cultural diversity and its influence on teaching and learning.

Grading Break Down:

Class participation.....	10%	
Essay.....	10%	Due _____
Midterm exam.....	15%	
Reaction paper.....	10%	Due _____
Chapter Presentation.....	10%	
Labs.....	10%	Due _____
In-Class Writing Assignments.....	5%	
Homework.....	10%	
Final exam.....	20%	

Grading Scale:

93-100.....	A
85-92.....	B
77-84.....	C
70-76.....	D
69 and below	failure

Reading Assignments, videos, and lectures (are as scheduled, unless otherwise noted). **I reserve the right to change topics of discussion and “other” assignments in class without advanced notice.** Students are expected to follow the University’s code of conduct regarding all assignments.

Note: Students who have more than one absence may be withdrawn from the course (**See on-line Catalog for specific details regarding absences.**) It is imperative that you attend each scheduled class meeting. If you know you will be absent from class (especially) during a scheduled exam, quiz or special assignment you are responsible for notifying me. I will not be responsible for handouts or special materials provided to the class during your absence without prior notification.

Schedule of Class Topics and Activities

Week One	Orientation/Things to focus on/Selection of Essay Topic Chapter Presentation Assignments Overview of course and context In-class writing Assignment
Week Two	Chapter One of Deculturalization Text – Student presentation Chapter Two – Student presentation Chapter Three – Student Presentation
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Week Three	Chapter Four – Student presentation Chapter Five – Student Presentation Video (The Road to Brown)
Week Four	Chapter One of Multicultural Education Text – Student Presentation Chapter Two Guest Lecturer – Dr. Charles Jackson
Week Five	Chapter Three Chapter Four
Week Six	Chapter Five Chapter Six
Week Seven	Midterm Examination Chapter Seven
Week Eight	Chapter Eight Chapter Nine
Week Nine	Chapter Ten Chapter Eleven
Week Ten	Chapter Twelve Chapter Thirteen
Week Eleven	Chapter Fourteen Chapter Fifteen
Week Twelve	Chapter Sixteen Chapter Eighteen
Week Fourteen	(Racial Tracking) What has changed? Final Examination

This schedule is subject to change depending on the pace of the class.

Additional Resources - Bibliography

- Banks, J. A., and J. Lynch, eds., *Multicultural Education in Western Societies*. London: Cassell, 1986
- Berlowitz, M. J., and R. S. Edari, eds., *Racism and the Denial of Human Rights: Beyond Ethnicity*. Minneapolis: MEP Publications, 1984.
- Davis, L.E., and Enola K. Proctor. *Race, Gender and Class: Guidelines for Practice with Individuals, Families and Groups*. Englewood Cliffs, N.J.: Prentice-Hall, 1989.
- Gillian, C. *In a Different Voice: Psychological Theory and Women's Development*. Cambridge, Mass.: Harvard University Press, 1982.
- Gillian, C, N. P. Lyons, and T. J. Hanner, eds., *Making Connections: The Relational Worlds of Adolescent Girls at Emma Willard School*. Cambridge, Mass.: Harvard University Press, 1990.
- Gould, S. J., *The Mismeasure of Man*. New York: W.W. Norton & Company, Inc., 1981.
- Grant, C. A., and C. E. Sleeter, *After the School Bell Rings*. Philadelphia: The Falmer Press, 1986.
- Hildago, N. M., C. L. McDowell, and E. V. Siddle, eds., "Facing Racism in Education." Cambridge, Mass.: Harvard Educational Review Reprint Series 21, 1990.
- Jones, R.L. (1991) *Black Psychology*. Berkely: Cobb & Henry Publishers.
- Skinner, B.F. (1971). *Beyond Freedom and dignity*. New York: Knopf.
- Winegar, L.T. (1989). *Social Interactions and the Development of Children's Understanding*. Norwood, N.J.: Ablex.
- Sleeter, C .E. and Grant, C. A. (1999). *Making choice for multicultural education; Five approaches to race, class, and gender*. Columbus, OH: Merrill/Prentice Hall.
- Valenica, R. (1991). *Chicano school failure and success*. New York: The Falmer Press

ESSAY GUIDELINES AND SCORING RUBRIC

1. The essay will have a **minimum of at least 5 pages of text**. This does not include your cover page, abstract or bibliography. You must use the American Psychological Association (APA) style for your manuscript (essay). **There will be no exceptions!**
2. You must have at least **3 scholarly sources** to support your essay. I will not accept sources that are **not** scholarly. **Wikipedia and dictionaries references will not be accepted!**
3. Your essay (and all assignments) must be done with Microsoft Word! Do not use Microsoft Pad or Microsoft notebook. **Double space and use 12 for your font size**. Use Times New Roman (font).
4. The **thesis** statement must be **underlined**. I will deduct points from your essay if it is not underlined. A thesis statement is not an entire paragraph!
5. You must take position in your essay. You are not writing a research paper. However, your essay must be supported by scholars in the area you choose to write about. You are writing an essay that is research based.
6. Your essay must be coherent and follow a logical sequence (It must make sense).
7. Your manuscript must be edited. Do not submit a paper full of grammatical blunders and spelling errors. Your essay must be proofed and signed by the person doing the proofing.
8. Save all your work on disk! (I may ask for your diskette)

GRADING BREAKDOWN FOR ESSAY/SCORING RUBRIC (Mechanics and Content):

Total Score = 11 points; Score **0 – 1** for items 1 through 11.

1. ____ Thesis (Clearly stated and underlined) Use only one line to state your thesis!
2. ____ Organization of paper/organization of ideas
3. ____ Spelling/Sentence Structure
4. ____ Support of ideas (from creditable sources)
5. ____ Proper citations/proper use of quotes (in the text)
6. ____ Position taken in your essay (make your position known)
7. ____ Bibliography (proper use of APA format) **No exceptions!**
8. ____ Fluency/logical flow (logical and coherent)/Length of essay
9. ____ Overall readability/college level work
10. ____ // **Signed by the proof reader (You may want to consider using the Writing Center)**
11. ____ Synthesis of all the elements above

TOTAL: _____

Note of caution: If you have multiple papers to write or if you take a considerable amount of time to write a paper, **get started early!!!**

Topics for Essays

Classroom Management/Discipline
Drugs/Youth Gangs
Corporal Punishment
Vouchers (and other types of School Choice)
School Reform
National Curriculum (?)
E. D. Hirsch, Cultural Literacy
Teacher Unions (NEA and AFT)
Character Education/Moral Education
Home Schooling
Racism in Education
Sexism in Education (Impact of Title IX)
Equality of Opportunity
Teacher Burnout
Teacher Shortages
Year Round Schooling
School Prayer
Teacher Development Programs
National Teacher Certification
Myths About Education
Segregation in Schooling
Desegregation in Schooling
Demographic Changes in Schooling
Testing in Education
Multicultural Education
Critical Pedagogy (Critical Theory)
Magnet Schools
Charter Schools
Learning Disabilities
Cycle of Poverty
No Child Left Behind (ESEA)

Guidelines for Reaction Paper

The Reaction Paper is your “reaction” to a video/movie you will select from a variety of options. Your response to each question should address what is being asked and not what are considered as “side issues.” Save side issues for discussion in the comment section. Both questions and responses must be typed and double spaced.

- 1. What year was the video/movie made? Is that significant? If yes, why? If not, why not?**
- 2. What surprised you most about the video? Explain your selection(s).**
- 3. What was/were the main point(s) of the video/movie?**
- 4. Was the video effective in getting its point(s) across? Explain.**
- 5. What are the most important aspects of the video from the perspective of teaching? Explain why/how.**
- 6. What possible use could this video have for the training of future educators? Explain.**
- 7. What viable explanation can you offer for the attitudes and behavior of the group of teachers and parents discussing the Superintendent in the video?**
- 8. Additional Comments**

**GUIDING QUESTIONS FOR ORGANIZING AND EXPLAINING THE CHAPTERS –
(DECULTURALIZATION TEXT)**

- I. Provide an overview of the chapter**
 - a. What group(s) was/were the focus of the chapter?
 - b. Explain their historical experience in public education.
 - i. When did it begin?
 - ii. What type of education did they receive in the early years (if any)?
- II. What was the purpose of the type of education your group received?**
 - a. How logical was this treatment? (I am not asking whether it was right or wrong, but how logical was it from the perspective of the dominant group?) Explain in detail.
 - b. Was the type of education your group received successful in achieving its goal?
 - i. Why?
 - ii. Why not?
- III. What important laws, Acts, or litigation affected your group?**
 - a. Explain each.
 - b. Explain the significance of the laws, acts, or litigation affecting your group.
- IV. What important individuals were discussed in your chapter?**
- V. What surprised you in reading the chapter? What have you taken away from reading this chapter?**
- VI. What type of educational philosophy was used to direct the education of your group (if any)?**
- VII. What type of race relation(s) was/were used with your population?**
 1. assimilation
 2. population transfer
 3. genocide
 4. continued subjugation
 5. legal protection of marginalized groups
 6. segregation
 7. pluralism
- VIII. What additional comments do you have?**