

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

**EDUC 2120C
EXPLORING SOCIO-CULTURAL PERSPECTIVES ON DIVERSITY
3 SEMESTER HOURS**

Term: Spring 2012

Meeting Time: 1:00—2:15

Monday and Wednesday: Room UH 347

Professor: Dr. Charles C. Jackson

Telephone: 667-4494

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Office Hours:

Tuesday/Thursday: 9:00-10:00 and 3-4:00

Wednesday: 2:30—4:30 pm

(and 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 will be a 20 hour field component to this course. You cannot pass this course without it.**

Time documentation and Evaluation forms may be found on-line at jgray@aug.edu. You must download these forms and use them when you select your school for placement (field component to this course). The Criminal Background form must be filled-out and submitted prior contacting your school placement. You will be unable to select a school for placement until this step is completed.

TEXTBOOKS:

Banks, James. *An Introduction to Multicultural Education*; Spring, Joel. *Deculturalization and the Struggle for Equality*

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

LiveText

All students admitted to degree programs in the College of Education are required to purchase *LiveText* software through the ASU bookstore. *LiveText* is an electronic, web-based data management service that allows students and faculty to create, store, and publish documents online using a word-processing format. All students will upload assignments, their portfolio, and other required documents into *LiveText*. *LiveText* works better with the Mozilla Firefox browser rather than Internet Explorer. Students may Google Mozilla Firefox and download it to their computers.

CONCEPTUAL FRAMEWORK PRINCIPLES:

College of Education Conceptual Framework

Understanding for Teaching, Teaching for Understanding

The preparation of educators is the most critical of all professions, without educators there are no other professions. The professional educator is the key element in the learning process. Building on the key elements of the professional educator, the Conceptual Framework of the unit of Augusta State University consists of a vision and mission with an overarching theme to produce **prepared, able, and responsive** professionals to teach diverse learners.

This vision and mission is a shared responsibility between campus colleagues, public school practitioners, and involved community agencies requiring the partnership of the entire education unit including the College of Education, the College of Arts and Sciences, and the local community educational system and the Professional Development School Network.

Element: Prepared (PD)

P1: Demonstrate strong content and pedagogical preparation in their respective subject area or professional field.

Element: Responsive (RD)

R1: A respect for the dignity of all persons. All children can learn and have the right to an opportunity to do so.

R3: Understanding of how students differ in their approaches to learning and demonstrate the commitment for meeting their educational needs in fair, caring, nondiscriminatory, and equitable manners.

1. Program-Specific Standards Addressed in This Course (None)

2. Academic Honesty

Students are expected to read and strictly adhere to the entire Academic Honesty policy found on page 42–43 of the 2009–10 *Augusta State University Catalog*. In part, the policy reads:

“Academic honesty requires the presentation for evaluation and credit of one’s own work, not the work of others...Plagiarism is the failure to acknowledge indebtedness. It is always assumed that the written work offered for evaluation and credit is the student’s own unless otherwise acknowledged. Such acknowledgement should occur whenever one quotes another person’s actual works, whenever one appropriates another person’s ideas, opinions, or theories, even if they are paraphrased, and whenever one borrows facts, statistics, or other illustrative materials unless the information is common knowledge.”

3. Pipeline Account

Students are encouraged to check their Pipeline account daily. Students are responsible

for any assignments or deadlines sent to them via Pipeline. If you have trouble accessing your Pipeline account, you should contact Information Technology Services at 737-1676. Computers and printers are available free of charge in computer labs throughout campus as well as the library and campus Internet cafes for students who do not have access from a home computer.

4. Department of Educational Leadership, Counseling and Special Education Website

Students are invited to visit the departmental website at: <http://www.aug.edu/clinical> A variety of forms, some interactive, may be downloaded from the website. There are also newsletters, registration information and announcements which students will find useful. Most forms are in Adobe Acrobat. All campus computers have Adobe Acrobat Reader installed and students can download Adobe Acrobat Reader for their home computer at no charge from: <http://www.adobe.com/products/acrobat/>

5. Writing Center

You may contact the ASU Writing Center (737-1402) for help with developing and improving composition skills. If you would like additional help with writing or with learning APA style, inform the class instructor.

6. Students with Disabilities

Students with disabilities who are registered with the Office of Disability Services should schedule an appointment with the instructor before the third week of class to discuss academic accommodations. If the student does not initiate this meeting, it is assumed no special accommodations or modifications will be necessary to meet the requirements of this course. You may make an appointment by calling the Counseling and Testing Center (706) 737-1471 or visit their office located in the Quadrangle, next to Fanning Hall (Business Office).

7. Student Safety

Student safety is of primary importance. Students leaving classes late in the evening are encouraged to stay in groups of two or more and to report all suspicious behavior or persons to the ASU Office of Public Safety (emergency number 706-729-2911; non-emergency 706-737-1401). Emergency telephones are located in the University Hall parking lot and various other locations on campus.

8. Cell Phones

The use of cell phones for calls, text messaging, or other tasks is prohibited in class.

Course Content:

- A. Lectures, videos, personal portraits, books, short stories, other media will be used in examining diversity, with possible attention paid to minority schooling in Georgia.
- B. Use videos, documentaries, government reports (historical and contemporary) in examining “real-world” cases.
- C. Student writing in the form of essays, reaction papers and position papers examining the various sides of critical issues in education (e.g., separation of church and state) and supporting personal positions with relevant and applicable arguments.
- D. Case studies of current issues/events, legislation and consideration of sociopolitical contexts.
- E. Guest speakers (from different venues in the education field).
- F. Case studies of teachers’ roles, duties, rights, responsibilities; expectations at school, system and state levels.
- G. Observation and volunteering in community settings and local schools for first-hand experience.
- H. Examining recruitment and retention of African American, Latino/a and other people of color in the teaching profession.

Grading Break Down:

Class participation.....	10%	
Essay.....	20%	Due _____
Midterm exam.....	20%	
Reaction paper.....	10%	Due _____
Interview.....	10%	
Labs.....	10%	
Final exam.....	20%	

Grading Scale:

93-100.....	A
85-92.....	B
77-84.....	C
70-76.....	D

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 (both in and out of class).

Note: Students who have more than one absence may be withdrawn from the course (**See on-line Catalog for specific details regarding absences.**) However, given the nature of this course (only 8 weeks) 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 Activities

Week One

Orientation/Things to focus on/Selection of Essay Topic

Group Assignment, Multicultural Education (introduction)

Week Two	Deculturalization/Chapter One (Text) (Library, Tuesday, January 17 th)
Week Three	Chapter One/Deculturalization text
Week Four	Group Presentations (Chapters 2 and 3)
Week Five	Group Presentations (Chapters 4 and 5)
Week Six	Group Presentations (Chapters 6 and 7)
Week Seven	“The Road to Brown” Video/What’s in a Flag A Christian Nation
Week Eight	Multicultural Education (Chapters one/two in Pearson) Midterm Examination (Give out interview assignment)
Week Nine	Chapter Three (Pearson) and Multicultural Education Article “What’s in a name? (The Pill)
Week Ten	“A Class Divided” Video (Reaction Paper to Video) Robert Merton (Prejudice Theory) “True Colors” Video
Week Eleven	Dr. Michael O’Connor Lecture on Special Needs 21 st Century Diversity (“Multicultural Wars assignment)
Week Twelve	Chapter Four (Pearson) and Interview (discussions with questions & other implications)
Week Thirteen	Spring Break
Week Fourteen	Video “Racial Tracking” & the 1968 Kerner Commission Report (What has changed and what has not changed)
Week Fifteen	Chapter 5 (School Reform and Intergroup Education) (Pearson)
Week Sixteen	Pulling Things Together/Final Exam review

Final Exam

Bibliography

- Banks, J. A., and J. Lynch, (1986)eds., *Multicultural Education in Western Societies*. London: Cassell.
- Berlowitz, M. J., and R. S. (1984). Edari, eds., *Racism and the Denial of Human Rights: Beyond Ethnicity*. Minneapolis: MEP Publications.
- Davis, L.E., and Enola K.(1989) Proctor. *Race, Gender and Class: Guidelines for Practice with Individuals, Families and Groups*. Englewood Cliffs, N.J.: Prentice-Hall.
- Gillian, C. (1982). *In a Different Voice: Psychological Theory and Women's Development*. Cambridge, Mass.: Harvard University Press.
- Gillian, C, N. P. Lyons, and T. J. Hanner, (1990) eds., *Making Connections: The Relational Worlds of Adolescent Girls at Emma Willard School*. Cambridge, Mass.: Harvard University Press.
- Gould, S. J., (1981) *The Mismeasure of Man*. New York: W.W. Norton & Company, Inc.
- Grant, C. A., and C. E. Sleeter, (1986) *After the School Bell Rings*. Philadelphia: The Falmer Press.
- Hildago, N. M., C. L. McDowell, and E. V. Siddle, (1990) eds., "Facing Racism in Education." Cambridge, Mass.: Harvard Educational Review Reprint Series 21.
- 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!!! **You must double space and use 12 for your font size**. Use Times New Roman (font).
3. 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!
4. 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.
5. Your essay must be coherent and follow a logical sequence (It must make sense).
6. 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.
7. Save all your work on disk! (I may ask for your diskette)

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

Score **0–9** for items 1 through 10. **Score 5–10 for item 11 only.**

1. ____ Abstract (This appears on separate page)
2. ____ Thesis (Clearly stated and underlined)/Organization of paper
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. ____ Length of essay/**Signed by the proof reader (I would advise using the Writing Center)**
9. ____ Fluency/logical flow (logical and coherent)
10. ____ Overall readability/college level work
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!!!**

Guidelines for Reaction Paper

Your response to each question should address what is being asked and not what I consider as “side issues.” Save side issues for discussion in the comment section. Both questions and responses must be typed (word processed) and double spaced.

- 1. What surprised you most about the video? Explain your selection(s).**
- 2. Was the video effective in getting its point(s) across? Explain.**
- 3. What are the most important aspects of the video (as far as teaching is concerned)? Explain.**
- 4. What possible use could this video have for the training of future educators? Explain.**
- 5. What viable explanation can you offer for the attitudes and behavior of the children and adults in the video?**
- 6. Additional Comments**

**GUIDING QUESTIONS FOR ORGANIZING AND EXPLAINING THE
CHAPTERS TWO THROUGH FIVE**

- 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?**

Guiding Questions for Group 7

- I. Provide an Overview of the Issues in Chapter Seven
- II. Explain the Concept of Race
 - A. Prior to the 1965 Immigration Act (and the Civil Rights movement)
 - B. Subsequent to the 1965 Immigration Act (and the Civil Rights movement)
- III. Explain the Concept of Foreign-Born and Native-Born Residents
- IV. Explain the Legal Concept of Race and the Social Concept of Race
- V. What are Some of the Attending Problems in Describing Race in the US?
 - A. From Residents of the US
 1. First and Second Generation Immigrants
 2. Native-Born African Americans and Whites
 - B. From the Government
- VI. Explain the Official Categories of Race from the US Census Bureau
- VII. Explain Income and Race
- VIII. Explain the Persistence of Inequality in the US
- IX. Explain the Historical Legacy of Inequality
- X. How are New Immigrants Assimilating?

Guiding Questions for Group 6

- I. Provide an Overview of the Chapter
- II. Explain the similarities experienced by each group (e.g. treatment, educational opportunities)
- III. What important individuals were discussed in this chapter? Give some details regarding them.
- IV. What surprised you in reading this chapter that was not discussed in the other chapters? Explain.
- V. How was education utilized in a manner that may have surprised you?
- VI. What direction do you believe education will take in the future? Explain.
- VII. What additional comments do you have as a “group” regarding the chapter? Explain.

Topics for Essays

Classroom Management/Discipline
Drugs/Youth Gangs
Corporal Punishment
Vouchers (and other types of School Choice)
School Reform (improving schools)
National Curriculum (What would it consist of?)
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 (how good or how poor has public education been)
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)