

Exploring Socio-Cultural Perspectives on Diversity  
EDUC 2120  
Fall 2007

Class Day–Wednesday

Room RC 63

Class Time: 4:40-7:40 PM

Instructor: Andrew Gitlin

E-mail [gitlin@uga.edu](mailto:gitlin@uga.edu)

### **Course Purpose**

The purpose of this course is to explore issues of diversity (the meaning of difference) that influence teaching, learning, and educational opportunities for disenfranchised cultural groups. In particular, we will be exploring issues of race, class, gender, and sexual orientation. Part of our exploration of these issues involves seeing them in relation to the law, language and popular culture.

However, it is not simply exploration that we are trying to achieve. Instead, we are attempting to make a difference at the level of practice. To do so, we will consider how your individual views on diversity influence what you do in the classroom, how your teaching practice creates possibilities to further opportunities for disenfranchised groups, and finally how the issues discussed in class can expand your understanding of diversity and the possibilities for change.

### **Required Texts**

Rosenblum, K. & Travis, T. *The meaning of difference: American constructions of race, sex and gender, social class, and sexual orientation.* New York: McGraw -Hill Publishers.

Bullough, R. & Gitlin, A. (1995) *Becoming a student of teaching, Methodologies for exploring self and school context.* New York: Garland Press.

### **Assignments**

1) *Life History* This assignment explores your “lens” the way you look out at the world in terms of the issue of diversity. The details of this assignment can be found in chapter 2 of Bullough and Gitlin (*Becoming a student of teaching*) This Life History will count for 25% of your grade. The Life History should be 3-5 pages in length (double spaced)

2) *Issues of Diversity*– This assignment explores the issues of diversity discussed within the text: *The Meaning of Difference*. In particular, *Issues of Diversity* considers how you view issues of race, class, gender, and sexual orientation before the readings and class discussion and how your view changed and what arguments changed your view. This assignment on issues of diversity counts for 25% of your grade and should be 3-5 pages in length (double spaced).

3) *The Shadow Study* –This assignment asks you to keep a journal on your work with a student. The details of this assignment can be found in chapter 5 of Bullough and Gitlin (*Becoming a student of teaching*) This Shadow Study will count for 25% of your grade. The Shadow Study should be 3-5 pages in length (double spaced). This assignment will be based on your field experience.

4) *Personal Teaching Text* takes the papers you have already finished and asks you to put them together and write a culminating text that reflects what you have learned, what you did and will do in terms of enhancing the opportunities of disenfranchised groups. The details of this assignment can be found in chapter 9 of Bullough and Gitlin (*Becoming a student of teaching*). This Personal Teaching Text will count for 25% of your grade. This assignment should be 3-5 pages in length (double spaced).

## **Grading**

The papers will be graded on your depth of understanding, your ability to reflect on your lens, issues of diversity and work with a student, and your ability to make thoughtful suggestions on how to enhance opportunities for disenfranchised groups.

## **Tentative Schedule**

### **August 22<sup>th</sup>**

Go over syllabus

hand out field experience forms,

start with some case studies to begin to see “our lens”

### **August 29<sup>th</sup>** --Reading due chapter 2 and 3 in Bullough and Gitlin

life history

teaching metaphors

### **September 5<sup>th</sup>**

no class you will be required

to write a draft of your life history

**September 12<sup>th</sup>** –Reading due chapter 7 Bullough and Gitlin

Life histories will be shared and rewritten in class–bring your lap tops if you have one

the role of diversity in the use of textbooks

*Field placement verification due on this date*

**September 19<sup>th</sup>** –Reading due The meaning of difference–page 35-67

what is race, issues of opportunity

some disenfranchised groups: Black, La Raza, Asian

Issues of Whiteness

**September 26<sup>th</sup>** Reading due–The meaning of difference page–68-97.

What is gender

beyond male female

gender stereotypes

**October 3<sup>rd</sup>** –Reading due–The meaning of difference–97-119

what is social class

opportunities

undeserving poor

**October 10<sup>th</sup>**– Reading due –The meaning of difference 120-166

sexual orientation

identity formation

oppression

**October 17<sup>th</sup>** Reading due–The meaning of difference–251-285

supreme court

affirmative action

**October 24<sup>th</sup>** Reading due –The meaning of difference–286-303.due

English as a second language

The rich and the poor

**October 31<sup>st</sup>** --Reading due–The meaning of difference 308-335.

Wage and income gaps

**November 7<sup>th</sup>** –Share draft on Issues in diversity

bring draft and lap tops to class

**November 14<sup>th</sup>** –Issues in diversity paper due

share notes from shadow study–work on draft in class and share

*Field notes from Shadow Study due*

**November 21<sup>st</sup>**–**Thanksgiving** ( Shadow paper due)

**November 28<sup>th</sup>** Reading due–chapter 9 in Bullough and Gitlin ( Becoming a student of teaching)

discuss personal teaching text

**December 6<sup>th</sup>** Share draft of Personal Teaching Text

–bring lap tops and drafts to class

**December 12<sup>th</sup>** –Personal Teaching Text due