

## Exploring Socio-Cultural Perspectives on Diversity

EDUC 2120 – Summer 2008

Class Day–M-F

Room RC 63

Class Time: 4-6:45 PM

Instructor: Andrew Gitlin

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### 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

Howard, G. (1999) *We Can't Teach What We Don't Know* . New York: Teachers College Press

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: *We Can't Teach*. In particular, you will be asked to take a position on the construction of

Dominance and what you will do personally and in your teaching to address the dominance of particular social groups over others. 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 in a diverse setting. 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 developed around emerging themes 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.

Bring lap tops to all classes and remember to get your textbook ASAP so you are ready for the working session on the 29th.

## **Tentative Schedule**

### **May 13th**

Go over syllabus

hand out field experience forms,

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

**May 14<sup>th</sup>**

Reading due chapter 2 and 3 in Bullough and Gitlin

life history

teaching metaphors

**May 15<sup>th</sup>** –Working Session

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

*Field placement verification due on this date*

**May 16<sup>th</sup>** –

Reading due: Bullough and Gitlin Chapter 7–155-179

**May 19<sup>th</sup>**

get a textbook from a subject of your choice and grade level

**May 20<sup>th</sup>**

We will then analyze the textbook using the protocol found in the Bullough and Gitlin text with a focus on diversity  
bring your lap top to class

*Life Histories are due*

**May 21st**

Reading due: Howard: Introduction and Chapters 1 and 2-- 1-48

problems of ignorance

an authentic White Identity

Social dominance: How Dominance is constructed.

*Textbook analysis due--non- graded ( will be used for PTT)*

**May 22<sup>nd</sup>**

Readings due: Howard Chapters 3 and 4--49-82.

Dynamics of Dominance

White teachers and Healing

From Dominance to Diversity

**May 23<sup>rd</sup>**

Reading due--Howard Chapter 5-- 83-96

**May 26<sup>th</sup>**

Reading due--Howard Chapter 7--97-112

**May 27th**

White Identity orientations

complexity and Choice

community and change

*develop questions to interview students*

**May 28<sup>th</sup>**

Interview Experience

conduct interviews

**May 29th**

*Grand Canyon–Film*

Review Film based on questions

Interviews Due–non-graded for PTT

**May 30<sup>th</sup>**

Field experience completed ( 10 hours)

**June 2<sup>nd</sup>**

**Bring lap tops**

**work on Shadow study**

**June 3<sup>rd</sup>**

bring lap tops

work on PTT

**shadow study due**

**June 4<sup>th</sup>**

**PTT due**