

Spring Semester 2008
EDUC 2120: Exploring Socio Cultural Perspectives of Diversity
Instructor: Mr. Holt
Office: 109 Rivers Crossing
Jholt@uga.edu
Office Hours: By Appointment

Course Description

This course explores the fundamental knowledge of understanding culture and teaching children from diverse backgrounds. Examination of the nature and function of culture, development of individual and group cultural identity, definitions and implications of diversity, and the influences of culture on learning development and pedagogy.

Required Texts and Materials

Rosenblum, K. E., & Travis, T. C. (Eds.). (2006). 4th Edition. *The Meaning of Difference: American Constructions of Race, Sex and Gender, Social Class, and Sexual Orientation*. Selected readings will be assigned from this book as it is the main text. Additional readings, instructional videos and other assignments will be provided throughout the course of the semester via class handouts or WebCT as well.

COURSE OBJECTIVES OR EXPECTED LEARNING OUTCOMES

ALL MEMBERS OF THE CLASSROOM WILL:

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.

Course Format

Different Students have different learning styles. A variety of pedagogical methods will be employed to accommodate different needs, including but not limited to: classroom and online discussions, required readings, field trips and instructional videos.

Class Participation

Dialogue is key to your success in this class, your growth and the growth of your classmates. We are going to be confronting some intimate issues in this class so cultivating an environment of respect, transparency and support is my top priority. Classroom and online participation in classroom discussion is key to your development not only as a student but most importantly as a person who has to grapple with all the issues that we will cover in this course everyday. This class just like your life it what you make it. Students are expected to complete all reading assignments and be prepared to participate in class discussions and activities. Class Participation weekly in class discussions and activities will constitute for 15% of your final grade.

Attendance and Assignment Policy

As aforementioned, class participation is 15% of your grade. It might be a little difficult to participate if you are not present. Excused absences either entail notification in advance or approved with necessary justification afterwards. All assignments are to be turned in at the beginning of class on the day that it is due. Anything else is considered late and I reserve the right to not accept your assignment regardless of explanation. If you have an issue with completing an assignment please come see me well in advance to make arrangements.

Assignments

| | |
|---|-------------|
| Class Participation | 15% |
| Group Presentation(s) of Reading Assignments | 15% |
| Individual Position Paper(s) | 20% |
| Report on Field Experience | 20% |
| Group Book Review Assignment Presentation | 25 % |
| Final Exam | 5% |

Assignment descriptions

Group Presentation(s) of Reading Assignments---DUE-Dependent on sign up

Students will be paired in groups of two or three to present the material from the assigned readings for the selected date. Each group will facilitate the class discussion on that particular issue.

Position Papers---DUE- 2/5 and 2/26

These papers are opportunities/exercises in which students will state their positions on issues of diversity covered in this class. The written arguments must be grounded in the literature from the class to support posed assertions. Rubrics will be supplied to delineate guidelines for what is to be included. All papers must be cited using APA 5th Edition format.

Group Book Review Project---DUE-Starting on 4/8 , Dependent on sign up

Each group of students will select a fiction or non fiction book that examines an issue of diversity in education. Each group will submit a written brief and orally share the information about the book they selected. Specific Guidelines will be supplied via a rubric.

Report on Field Experience---DUE-Exam day at 5pm (TBA)

Each Student will submit a written report detailing their Field experience. This report will summate what was done, lessons learned, and important intersections with material covered in the class.

TOPICAL OUTLINE

Following is a topical outline and a TENTATIVE schedule of when they will be covered. Keep in mind that will be modified due to the flow of the course in the classroom and additions or subtractions to the course content based on input from the class and the discretion of the instructor.

- I. The complexities of understanding the human as cultural being, as well as 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. The socio-cultural influences on learning..*
- V. The effects of policy and practice on culture, race, social class, persons with disabilities, gender, sexual orientation, and other categories of diversity.*
- VI. The issues of equity in education: testing, tracking, Disciplinary policies, and special education placement.*
- VII. The history of prejudice, discrimination and racism in U.S. and current educational implications.*
- VIII. The issues of cultural diversity and influences on teaching and learning.*
- IX. Participate in 10 hours of required field experience*

CLASS SEMESTER SCHEDULE

Week 1 -1/8-1/10—Drop add ends 1/10

Tuesday-Introduction

Thursday-Introduction

Week 2 -1/15-1/17

The complexities of understanding the human as cultural being, as well as elements of culture

Tuesday---M.O.D. pgs 2-36,

Thursday--M.O.D. pgs 37-44, 49-56, 57-62

Week 3 1/22-1/24

The complexities of understanding the human as cultural being, as well as elements of culture

Tuesday---M.O.D. pgs 69-78, 80-86, 87-91

Thursday--M.O.D. pgs 100-108, 109- 114, 115-118

Week 4 1/29-1/31

The development of culturally influenced cognition, interactional styles, language and communication

Tuesday--- M.O.D. 135-145, 146-148, 153-164

Thursday--- M.O.D. 166-194

Week 5 2/5-2/7---**FIRST POSITION PAPER DUE 2/5---**

The development of culturally influenced cognition, interactional styles, language and communication

Tuesday---M.O.D. 194-198, 199-200 200-201

Thursday--M.O.D. 201-207, 207-213, 213-222

Week 6 2/12-2/14

The socio-cultural contexts of families and communities.

Tuesday---M.O.D. 64-69, 234-238, 247-252, 270-272

Thursday--M.O.D. 272-276, 276-282, 283-288, 288-296

Week 7 2/19-2/21 **BOOK SELECTIONS FOR BOOK REVIEW ASSIGNMENT DUE 2/21**

The social-cultural contexts of families and communities

Tuesday T.B.A.

Thursday T.B.A.

Week 8 2/26-2/28—Midterm---**SECOND POSITION PAPER DUE 2/26**
The socio-cultural influences on learning.

Tuesday---T.B.A.
Thursday—T.B.A.

Week 9 3/4-3/6—MIDPOINT WITHDRAWAL DEADLINE MARCH 4th
The effects of policy and practice on culture, race, social class, persons with disabilities, gender, sexual orientation, and other categories of diversity.

Tuesday--- M.O.D 303-320
Thursday---M.O.D. 321-348

Week 10 3/11-3/13—NO CLASS SPRING BREAK

Week 11 3/18-3/20
The effects of policy and practice on culture, race, social class, persons with disabilities, gender, sexual orientation, and other categories of diversity.

Tuesday---M.O.D. 349-361, 361-370, 371-377, 378-383,
Thursday--M.O.D. 383-387, 418-421, 460-464

Week 12 3/25-3/27
The issues of equity in education: testing, tracking, Disciplinary policies, and special education placement

Tuesday T.B.A.
Thursday T.B.A.

Week 13 4/1-4/3
The history of prejudice, discrimination and racism in U.S. and current educational implications.

Tuesday---M.O.D. 404-410, 425-427, 432-438,
Thursday--M.O.D. 438-445, 445-452, 452-458

Week 14 4/8-4/10
Group Review Project Presentations

Tuesday---T.B.A.
Thursday--T.B.A.

Week 15 4/15-4/17

Group Review Project Presentations

Tuesday

Thursday

Week 16 4/22-4/24

Group Review Project Presentations

Tuesday

Thursday

Reading Day April 29th

Final Exams May 5-6

REPORT ON FIELD EXPERIENCE DUE BY 5PM ON EXAM DAY