

**Fall Semester 2007**  
**EDUC 2120: Exploring Socio Cultural Perspectives of Diversity**  
**2:00- 3:15 & 3:30-4:45 TR Room 119 Aderhold Hall**  
**Instructor: Mr. Holt**  
**109 Rivers Crossing**  
[Jholt@uga.edu](mailto:Jholt@uga.edu)  
**Office Hours: By Appointment**

### **Course Description**

**This course explores the fundamental knowledge of understanding culture and teaching children from diverse backgrounds. 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 will be examined as well..**

### **Required Texts and Materials**

**Rosenblum, K. E., & Travis, T. C. (Eds.). (2006). 4<sup>th</sup> 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 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, guest speakers, field trips and instructional videos.

## **Class Participation**

Dialogue is crucial 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 a 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 is what you make it. Students are expected to complete all reading assignments and be prepared to participate in class discussions and activities. Participation in class discussions and activities will constitute 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 will entail notification in advance or approved with necessary justification and documentation 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 not to 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**

<b>Class Participation</b>	<b>15%</b>
<b>Group Presentation(s) of Reading Assignments</b>	<b>10%</b>
<b>Individual Position Paper(s)</b>	<b>25%</b>
<b>Report on Field Experience</b>	<b>15%</b>
<b>Group Book Review Assignment Presentation</b>	<b>25 %</b>
<b>Take Home Final Exam</b>	<b>10%</b>

## **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 and provide written summaries for the others in the class.

### **Position Papers---DUE- 9/11 and 10/3**

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 5<sup>th</sup> Edition format.

### **Group Book Review Project---DUE-Starting on 11/20, 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, orally share the information about the book they selected, and provide a summary for the rest of the class. 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 summarize what was done, lessons learned, and relate the field experience to the content and activities in this course.

### **Take Home Final Exam--TBA**

## **TOPICAL OUTLINE**

**Following is a topical outline and a tentative schedule of when topics will be covered. Keep in mind that the schedule will probably be modified due to the flow of the course in the classroom. Additions or subtractions to the course content will be made based on the discretion of the instructor and/or input from the class.**

- 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 impact of instruction on participant observation.*
- V. The socio-cultural influences on learning.*
- VI. An awareness of culturally responsive pedagogies.*
- VII. The effects of policy and practice on culture, race, social class, persons with disabilities, gender, sexual orientation, and other categories of diversity.*
- VIII. The issues of equity in education: testing, tracking, Disciplinary policies, and special education placement.*
- IX. The history of prejudice, discrimination and racism in U.S. and current educational implications.*
- X. The issues of cultural diversity and influences on teaching and learning.*
- XI. Participate in 10 hours MINIMUM of required field experience focusing on dimensions of diversity, related to the course.*

# CLASS SEMESTER SCHEDULE

## **Week 1** -8/16

Thursday-Introduction

## **Week 2** -8/21-8/23 —**DROP ADD ENDS 8/21**

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

Tuesday---M.O.D. pgs 2-36, 37-44, 45,  
Thursday--M.O.D. pgs 49-56, 57-62, 69-78, 80-86

## **Week 3** 8/28-8/30

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

Tuesday---M.O.D. pgs 87-91,100-108, 109- 114, 115-118  
Thursday--M.O.D. pgs 135-145, 146-148, 153-164

## **Week 4 9/4-9/6-No class this week, Mr. Holt in Sarajevo**

*(Take this time to work on your field experience or get a jump start on your work on projects/readings)*

## **Week 5** 9/11-9/13 ---**FIRST POSITION PAPER DUE 9/11**---

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

Tuesday---M.O.D. 166-194, 194-198, 199-200  
Thursday--M.O.D. 200-201, 201-207, 207-213, 213-222

## **Week 6** 9/18-9/20 **BOOK SELECTIONS FOR BOOK REVIEW DUE 9/20**

*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** 9/25-9/27---**PLACEMENT FOR FIELD EXPERIENCE DUE 9/27**

*The impact of instruction on participant observation*

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

**Week 8** 10/3-10/5—Midterm---*SECOND POSITION PAPER DUE 10/3*

*The socio-cultural influences on learning.*

Tuesday---T.B.A.

Thursday—T.B.A.

**Week 9** 10/10-10/12—*MIDPOINT WITHDRAWAL DEADLINE*

*The effects of policy and practice on culture, race, social class and SES, persons with disabilities, gender, sexual orientation, and other categories of diversity.*

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

Thursday--M.O.D. 349-361, 361-370, 371-377,

**Week 10** 10/17-10/18

*The effects of policy and practice on culture, race, social class and SES, persons with disabilities, gender, sexual orientation, and other categories of diversity.*

Tuesday---M.O.D. 378-383, 383-387

Thursday--M.O.D. 418-421, 460-464

**Week 11** 10/23-10/25

*The effects of policy and practice on culture, race, social class, persons with disabilities, gender, sexual orientation, and other categories of diversity.*

Tuesday---T.B.A.

Thursday--No class—Fall break

**Week 12** 10/30-11/1

*The issues of equity in education: testing, tracking, Disciplinary policies, and special education placement*

Tuesday--T.B.A.

Thursday--T.B.A.

**Week 13** 11/6-11/8

*The history of prejudice, discrimination and racism in U.S. and current educational implications.*

Tuesday---M.O.D. 403-404, 425-427, 432-438,

Thursday--M.O.D. 438-445, 445-452, 452-458

**Week 14** 11/13-11/15

*The issues of cultural diversity and influences on teaching and learning.*

Tuesday---T.B.A.

Thursday--T.B.A.

**Week 15** 11/20-11/22

***Group Review Project Presentations***

Tuesday-

Thursday- No class Thanksgiving break

**Week 16** 11/27-11/29

***Group Review Project Presentations***

Tuesday-

Thursday-

**Week 17** 12/4-12/6 **REPORT ON FIELD EXPERIENCE DUE 12/6**

***Group Review Project Presentations***

Tuesday—No Class Friday Schedule Switch Day.

Thursday

**December 7<sup>th</sup>** ---Reading Day

**Final Exams:** December 11<sup>th</sup> (For 2:00 Class) and  
December 13<sup>th</sup> (For 3:30 Class)

**Take-home exam/reflective essay due on assigned exam day.**

**Academic Honesty Code at UGA:**

There will be strict adherence to the UGA Academic Honesty Code in this course. You are required to be familiar with the specifics and provisions of the UGA Academic Honesty Code (consult the website under Office of the Vice President for Instruction, [www.uga.edu/ovpi](http://www.uga.edu/ovpi)) on cheating, plagiarism (including use of downloaded web information without referencing), signing in for another student, and other forms of dishonesty and unauthorized assistance. You will be asked to sign a Pledge that your written assignments are your own work, alone.

Note: In this course “*authorized assistance*” is assistance from Mr. Holt.

## **Help, Other General Considerations:**

\*\* Grade Policy: A = truly excellent work; B = above average work

C = mediocre work; D = below average, unsatisfactory work

\*\* Cell Phones OFF or on vibrate!

\*\* Consult with your instructor on all projects, seek help from instructor only unless directed otherwise.

## **Key Dates:**

August 16	First class
August 16-21	Drop/Add
September 3	Labor Day Holiday
October 4	Midterm
October 12	W/WF cutoff date
October 26-27	Fall Break: NO class Friday 11/27
November 21-23	Thanksgiving Break: NO class Thurs 11/22
December 6	Last day of class, note Tues 4 <sup>th</sup> is a Friday class!
December 7	Reading Day
December 11 & 13	Take Home Final due (12/11 for 2:00, 12/13 for 3:30)
December 18	Grades Due