

**FOUN 7020: Social and Cultural Diversity in American Education
Fall 2011**

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Course Description

Conceptually, “diversity” represents markers of difference. These markers are used to identify “Us” and “Them”. In doing so, we create practices which limit the degree to which individuals are able to enjoy societal rights and opportunities. In this course we will examine historical, sociological, political and economic circumstances as they pertain to issues of difference. More specifically, we will examine the ways in which ‘difference’ has been constructed in the United States. Furthermore, in what ways do societal attitudes about ‘difference’ influence access to and equity in education?

While we cannot thoroughly examine these issues because of time constraints, we will explore the following:

- What characteristics do we rely upon to denote difference?
- Why have certain markers of difference maintained their saliency over time?
- In what ways do schools reinforce these markers of difference?
- Do schools extend differentiated opportunities to individuals based on these markers of difference?
- Have attempts to dismantle the ways in which schools discriminate against students been successful?
- In what ways do school policies, practices, programs or personnel reinforce the privilege or disadvantage of students?

Course Goals

- To examine the factors that gave rise to difference.
- To examine the theoretical discussions around issues of difference.
- To investigate the ways in which schools reflect societal attitudes about difference..
- To achieve a deeper understanding of current school phenomena as it pertains to issues of difference.
- For you to incorporate the information from this course into your professional practices.
- For you to think more critically about the nature of difference, the role that schools play in perpetuating differences, and the viability of strategies to transform schools into multicultural institutions.
- To use technology as a tool in education.

Required Texts

Books, Sue. (current edition). Invisible children in the society and its schools. New Jersey: Lawrence Earlbaum Associates, Publishers. ISBN 0-8058-2368-9

Franklin, Barry M. (1998). When children don't learn: student failure and the culture of teaching. New York: Teachers College Press. 0-8077-3718-6

Spring, Joel H. (5th edition). Deculturalization and the struggle for equality: a brief history of the education of dominated cultures in the United States (3rd edition). New York: McGraw-Hill. ISBN 0-07-060561-0

Tatum, Beverly. (current edition). 'Why are all the black kids sitting together in the cafeteria?' New York: Basic Books. ISBN 0-465-09129-6

*Additional readings available on electronic reserve. They are designated with ** on the course calendar. The password is professional*

Course Requirements

Class Participation	20 %
First Examination	30 %
Lead Class Discussion	25 %
<u>Research Presentation & outline</u>	25 %
Total	100% or points

Class participation: Beginning the 4th week of class, you will be required each week to turn in an **one-page typewritten, double-spaced summary** of an article from www.diverseeducation.com. **Please provide a hardcopy of the article**. The summary should also include a reference from that week readings. Summaries that are unsatisfactory will result in two (2) percentage point. Only in-class summaries will count towards the class participation grade. Furthermore, you must attend class in order to participate **unless previously discussed with the professor!!!**. Also, attendance will be taken each class period and 4 points will be subtracted from your final grade for unexcused absence, unusually early departure from class, or excessive tardiness.

First Examination: You will be given a take-home examination on October 17th and it is to be submitted in class on October 24th. **Late examinations will not be accepted! Exams should be no longer than 12 type-written, double-spaced pages (not including references or endnotes).**

Lead Class Discussion: During the first class meeting, students will be placed in groups. Each group will be responsible for leading class discussion over the assigned readings for that class period. Discussions should be clear, inclusive, methodical, and comprehensive. They should also contribute to the learning process. Students are strongly encouraged to use outside materials to enhance discussion.

****Notify the professor in advance if special equipment is needed to share your presentation with the class.****

Research Presentation & Outline: Each group will be responsible for researching a topic of their choice, under the larger umbrella of Social and Cultural Diversity in American Education. The presentation should be clear, concise, articulate and **not exceed 60 minutes!** Presentations should integrate that day readings and other course materials that you deem significant to the presentation. Also, each group is responsible for submitting a 2-3 page detailed outline of their research presentation and bibliography on the day of their presentation. The outline should provide vital information such as **a brief introduction of the topic, importance of topics, sub-topics of importance, conclusion, and implications for professionals.**

****Notify the professor in advance if special equipment is needed to share your presentation with the class.****

The final grade will be determined by adding the points for all assignments. The following is the scale that will be used:

A = 100 - 90	B = 89.9 - 80	C = 79.9 - 70
D = 69.9 - 60	F = below 59.9	

Note: All assignments must be double spaced and typed using a 12 pt font with black ink!!

All late assignments will result in a grade that is lowered one full letter grade per day. For example, a paper that is turned in one day late and originally results in a grade of “A” will be lowered to a “B”. Similarly, if that paper was turned in two days late, it would be lowered to a “C”.

You are responsible for ALL reading assignments and expected to complete all designated reading before coming to class. You will be accountable for all assignments on the exams whether or not they are discussed in class.

Tentative Class Calendar
(any changes will be announced in class or electronically)

Meeting 1: 8/22

Topic: Introduction

Meeting 2: 8/29

Topic: Conceptual Examination of Difference. How and why did makers of difference emerge? What theoretical explanations are there for the existence and saliency of makers of difference? What are the social, economic and political significance?

Readings: Weber, The types of legitimate Domination, 112-124**; Merton, Social Structure and Anomie, 229-241**; Calhoun, Cultural Difference and Historical Specificity, 70-96**.

Meeting 3: 9/5

Topic: The Impact of Theories of Domination and Inferiority. How do attitudes about race and the place of women impact identity formation? What challenges will these populations experience as result of racism and sexism? In what ways have we infused theories of inferiority and domination in American society?

Readings: Fanon, excerpt from Wretched of the Earth, 35-95**; Martin, Reclaiming the ideal of an educated woman, 146-168.**

Meeting 4: 9/12

Topic: The process of marginalization–Where theory meets practice. What is the relationship between attitudes about difference and the social, economic, political, and educational opportunities that groups have historically received? What does it mean to be historically disadvantage in American society?

Readings: Spring, Deculturalization and the struggle for equality, ix – 108 (chptrs. 1-5)

Meeting 5: 9/19 (GROUP LEAD DISCUSSION)

Topic: Perpetuation of Inequality–Education is the Tool. How was racism legally protected? Is education the great equalizer? Are these roles of education consistent with our ideas about a democratic society?

Readings: Washington, excerpt from Up from slavery, 145-157**; Dubois, excerpt from The souls of black folk, 240-252**: Woodson, The mis-education of the Negro, 26-37

Meeting 6: 9/26 (GROUP LEAD DISCUSSION)

Topic: Dreams of Equality–The struggle to transform education. Why was education central in the struggle for equality? What strategies were used in the efforts to transform education?

What was the impact of *Brown v. Board of Education*

Readings: King, The power of nonviolent action, 343-348**; Blaustein & Zangrando, *Brown v. Board of Education*, 414-448

Meeting 7: 10/3

Topic: The racial divide moves towards common practice. Given the struggles of the 1960s and 1970s, why are discussions about equity in education ongoing? Was desegregation an appropriate strategy given goals of equity in education?

Readings: Bell, excerpt from And we are not saved, 102-122**; Espiritu, Beyond the “Boat people,” 49-67**; Woodward, excerpt from Strange career of Jim Crow, 149-188**; Books Invisible children, Chptrs. 9, 13.

Meeting 8: 10/10

Topic: Schools as democratic or capitalist institutions. Given the perceived connection between democracy and equality, why does racism and discrimination persist? Are schools more a reflection of our political ideas or our economic structure? Can aspirations for equality co-exist within a capitalistic society?

Readings: Berger & Luckman, Society as human products, 384-388**; Hill-Collins, Black feminist thought in the Matrix of domination, 552-564**; Students for a democratic society, Participatory democracy, 352-356**; Tatum Why are all the Blacks kids sitting together in the cafeteria, 3-74 (chptrs. 1-4)

Meeting 9: 10/17 (Hand out 1st examination & GROUP LEAD DISCUSSION)

Topic: The connection between societal beliefs and school failure. What school policies, practices, and programs contribute to the perpetuation of privilege and disadvantage? What are the roles of teachers in the perpetuation of privilege and disadvantage?

Readings: Ellison, excerpt from Invisible man,**; Kozol, Others people’s children, 40-82**; Franklin, When children don’t learn, 1-71 (chptrs. 1-3); Books Invisible children, Chptrs. 1,3,10.

Meeting 10: 10/24 (1st examination due)

Topic: The discourse around school failure–Who is responsible? In discussions around school failure, who is implicated? What role do teacher expectations play in student success? In what ways do markers of difference shape school performance?

Readings: Sleeter How white teachers construct race, 157-171**; Franklin when children don’t learn, 72-114 (chptrs. 4-5); Tatum Why are all the black kids sitting together in the cafeteria, 93-166 (chptrs. 6-8); Books Invisible children, Chptrs. 2,6,8.

Meeting 11: 10/31 (GROUP LEAD DISCUSSION)

Topic: Marginality influence school success. What is the relationship of race of other marginal categories? What is the role of the curricula to school success?

Readings: Franklin When children don’t learn, 99-133 (chptrs. 5-6); Pinar Notes on understanding curriculum as a racial text, 60-70**; Tatum Why are all the black kids sitting together in the cafeteria, 167-206 (chptrs. 9-10).

Meeting12: 11/7

Topic: Marginalization of women/girls in American schools. What are the broader societal beliefs about gender? How do these beliefs permeate schools? What is the relationship between violence against women and gender domination? How do the resulting circumstances influence girls success in schools? How do gender roles impact school behavior among boys and girls?

Readings: Orenstein, excerpt from School girls, xi-xxviii**; Houston Gender freedom and the subtleties of sexist education, 50-63**.

Meeting 13: 11/14 RESEARCH PRESENTATIONS & OUTLINES Due

Topic: The conflict between gender expectations and realizing one's potential–Girls struggle to make their way. What is the relationship between social problems and gender attitudes? If social problems are, in some part due to gender attitudes, how do we transcend them?

Readings: Books Invisible children, Chptrs. 11,12,13

11/21-----THANKSGIVING BREAK

Meeting 14: 11/28 RESEARCH PRESENTATIONS & OUTLINES Due

Notify the professor in advance if special equipment is needed to share your presentation with the class.

Topic: Learning from the experiences of others–The struggle to promote equity in the classroom. Given the demographics of students and the teaching population, can all students receive a quality education? What challenges do teachers face when dealing with students whose culture they do not share–race, class, religion, etc...?

Readings: Michie, Holla if you hear me, introduction - 85**; Books Invisible children, Chptr. 14; Spring Deculturalization and the struggle for equality, 111-156 (chptrs. 6-7)

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8. Hill Collins, P. (1999). Black feminist thought in the matrix of domination. In C. Lemert (Ed.), Social theory: The multicultural and classic readings, pp. 552 - 564. Boulder, CO: Westview Press.
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13. Montagu, Ashley. (1997). Man's most dangerous myth: The fallacy of race (6th edition). Walnut Creek, CA: Altamira Press, 41 - 97.
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15. Pinar, W. (1993). Notes on understanding curriculum as racial text. In C. McCarthy and W. Critchlow, (Eds.), Race, identity and representation in education, pp. 60-79. New York: Routledge.
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18. Students for a Democratic Society. (1999). Participatory democracy (from the Port Huron

- Statement). In C. Lemert (Ed.), Social theory: The multicultural and classic readings, pp. 352 - 356. Boulder, CO: Westview Press.
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