

EDUCATION AND CULTURAL DIVERSITY

EDS 314

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Course Description

The purpose of this seminar is to explore the meaning of culture, its influence on the “self” and “the other,” as well as the influence of culture on issues of teaching and learning. This course centers on readings and a field component that explore sociopolitical factors as well as structural and cultural factors that influence the school achievement of students who come from diverse groups. This course is intended to give students a broad understanding of multicultural education through an exploration of interdisciplinary issues related to culture, social class, ethnicity and race, gender, and language.

The course also satisfies the Writing Requirement (WR) for Emory College. Forty percent of your grade is based on writing assignments.

Required Readings:

Primary Text:

Gollnick, D. M., & Chinn, P. C. (2002). Multicultural education in a pluralistic society. New York: Macmillan

Articles : *Will be online electronically*

McIntosh, P. (1992). White privilege and male privilege. In M. L. Andersen & P. H. Collins (Eds.), Race, class and gender. Belmont, CA: Wadsworth.

Miner, H. (1956). Body ritual among the Nacirema. American Anthropologist, 58, 503 - 507.

Oakes, J. (1986). Keeping track, part 1. Phi Delta Kappan, 68(2), 12 - 17.

Banks, J. A. (1993). Multicultural education: Development, dimensions, and challenges. Phi Delta Kappan, 75(1), 22 - 28.

Merrow, J. (2001). Undermining standards. Phi Delta Kappan, 82(9), 653 - 662.

Sirotnik, K. A. (2002). Promoting responsible accountability in schools and education. Phi Delta Kappan, 83 (9), 662 - 673.

Scherer, M. (1992/93). On Savage Inequalities: A conversation with Jonathan Kozol. Educational Leadership, 50(4), 4 -9.

Course Requirements and Grading

Activity	No. of points	Percentage of grade
Tutoring/Field Experience	60	20
Journal write ups WR	30	10
Final Paper WR	90	30
Course participation	75	25
Midterm Exam	45	15
Total	300	100

Grades

285+	A		235-244	C+
275-284	A-		225-234	C
265-274	B+		215- 224	C-
255-264	B		205-214	D+
			195-204	D
245-254	B-		Less than 194	F

➤ Tutoring in schools and journal write ups: 90 points

Each student is required to complete at least 10 hours of tutoring in a classroom at Cook Elementary School. The 10 hours can be divided into five 2-hour visits or 10 1-hour visits. The placements and orientation for this assignment will be made by Patrice Grimes, the Coordinator of Emory University's Partnership Program. Your tutoring experiences will be evaluated by your attendance and performance in the classroom (60 points) as well as the journals (30 points). The supervising teacher will submit a Field Experiences Evaluation Form (FEEF) to the professor at the end of the term. A journal is required for each visit and should have 5 distinct sections that address the following:

- Part 1. Class description and learning environment: Include your name, the teacher's name, the name of the school, grade level, date of the visit, time in and out, number of students in the class, gender and race of students, classroom arrangement, etc.
- Part 2. Classroom activities you observed: teaching style, feedback/comments by the teacher to the students, questions asked by the teacher and the students, teaching materials and books, disciplinary and motivational strategies used by the teacher.
- Part 3. Tutoring activities you engaged in as well as a description of the students you worked with.
- Part 4. Feelings, thoughts, and opinions about the experience.
- Part 5. Linkages to your readings and class discussions. (very important section).

The typed journals should be turned in for grading as soon as possible after each visit. However, one-half of the journals **must** be submitted no later than March 17th and the other half no later than April 16th. Each 1-hour visit should result in a journal entry that is approximately 2-3 pages (Times New Roman, 12 pt, double-spaced). **Journals will not be accepted as e-mail attachments and late journal will receive half credit.** The journals will be evaluated as follows:

1	2	3	4	5
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needs improvement		meets minimum expectations		exceeds minimum expectations
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➤ Final Paper: 90 points

The paper has to be a minimum of 8-10 pages excluding references and appendices. An outline of the paper is due Week 7 (Feb 24th). The 1st draft of the paper is due Week 10 (Mar 17th) and the final paper on April 28th. **Papers will not be accepted as e-mail attachments and late papers will receive half credit.**

The final written document is a point/counter point research paper that presents an argument for and an argument against a stated position. The topics are:

- Does Tracking Create Educational Inequality?
Does separating students by ability exaggerate differences and lead to mediocre schooling for those in the middle and lower tracks?
- Should Prayer in Public Schools be Allowed?
Does prayer in schools violate the constitutional principle of separation of church and state?
- Is Bilingual Education Politically and Pedagogically Sound?
Should immigrant children be taught in their native languages? Should schools adopt an English-only policy?
- Is Mainstreaming Beneficial to Handicapped Students?
Public Law 94-142 gives handicapped students to right to learn in the least restrictive learning environment. What are the pros and cons?
- Do Schools Discriminate Against Boys?
In an effort to correct gender discrimination, have schools gone too far and boys and denied opportunities to boys?
- Does Multicultural Education Lead to Disunity in America?
Does the focus on multicultural education in our schools stress the differences among us and erode common values?
- Should parents receive free vouchers to send their children to private schools? Does giving parents this choice of schools serve the public interest?
- Should schools that serve low-income students receive more money from taxpayers?

Should taxpayers in more affluent communities be required to share their wealth by supporting schools in poor communities?

- Should school integration be compulsory?

In 1954 the Supreme Court declared segregation illegal in our society. Should parents be compelled by law to send their children to integrated schools? Should school integration be a national educational priority?

- Is state mandated, high stakes testing beneficial to minority students?

A disproportionate number of minority students are being denied grade promotion and graduation based on mandated standardized tests. Should these tests be increased or decreased?

The student will:

1. Submit an outline of the paper.
1. Submit a draft of the writing.
2. Receive written feedback from me and/or the teaching assistants (TA).
3. Make an appointment with me or the TA for more individualized assistance, if warranted.
4. Re-write and revise for final submission.

I will pay particular attention to grammar, usage, spelling, punctuation, and mechanics. In addition I will comment on writing issues such as organization, coherence, logic and persuasiveness of argument, idea development, and thoroughness. The paper should include an introduction, a section in support of the position, a section that is the counterpoint, a section that indicates your personal position, and a section that is a conclusion and set of recommendations for the reform of urban, multicultural schools.

Ms. Barbara Mann of Woodruff Library will provide assistance to students who need help with library research. Her e-mail address is: libbjm@learnlink.emory.edu

- Course participation: 75 points

This course is a readings/discussion course; hence attendance and participation in each scheduled session are very important. This means that attendance will be taken and students should complete all assignments and participate regularly. Students who are more than 20 minutes late will be considered absent. Three unexcused absences will result in a reduction of your grade by 15 points (5% of grade); six absences by 30 points, etc.

Please note that students will be called on to respond to the Professor's queries and periodically your journals will be the focus of discussions. As indicated in the syllabus, the class will be divided into two discussion groups on some class days and will be facilitated by the teaching assistants.

- Midterm Exam: 45 Points
Date: March 5

The degree to which students have mastered the required readings will be determined by the midterm examination. This essay/short answer exam will cover the readings and material discussed in class from January 15th through March 3rd.

Online Course Guide

There is an online course guide for this course that will be helpful in completing your assignments. The web address is:

<http://web.library.emory.edu/subjects/socsci/ed/eds314spring03.html>

Textbook Guide

There is an online textbook guide for this course. Please refer to the references, resources, and study guides at www.prenhall.com/gollnick.

SCHEDULE OF CLASS ACTIVITIES

Week	Monday	Wednesday
1		Jan 15 Course overview, expectations, requirements, ice breaker activity
2	Jan 20 Martin Luther King Jr. Commemoration	Jan 22 Readings: Chapter 1 Topics: Foundations of Multicultural Education
3	Jan 27 Orientation for Tutoring with Ms. Bobbie Paul of Cook Elementary School Teaver Discussion Group Room 155 Glenn Discussion Group Room 229	Jan 29 Cultural Self Exploration (WR) and Preparation Activity for Tutoring Teaver Discussion Group Room 155 Glenn Discussion Group Room 229
4	Feb 3 Longstreet Guidelines Verbal and Non Verbal Aspects of Culture	Feb 5 Class Activity: Minor article, and in-class writing assignment Teaver Discussion Group Glenn Discussion Group

5	Feb 10 BaFa BaFa	Feb 12 BaFA BaFa Discussion
	Feb 17 Library Research with Ms. Barb Mann Woodruff Library #312	Feb 19 Topic: Social Class, ethnicity, and race Readings: Chapters 2 and 3
7	Feb 24 Video on Racism Teaver Discussion Group Glenn Discussion Group Due: Paper Outline	Feb 26 McIntosh article Teaver Discussion Group Glenn Discussion Group
8	Mar 3 Topic: Gender and Sex Role Orientation Reading: Chapter 4 Discussion of MidTerm	Mar 5 Midterm Exam
9	Mar 10 Spring Break	Mar 12 Spring Break
10	Mar 17 Topic: Exceptionality Reading: Chapter 5 Due: 1 st draft of paper	Mar 19 Topic: Religion Reading: Chapter 6 Teaver Discussion Group Glenn Discussion Group
11	Mar 24 Topic: Language and ESOL	Mar 26 Topic: Implications for MCE Issue # 1 Tracking Reading: Oakes article
12	Mar 31 Issue # 2-- School Finance Reading: Kozol article Teaver Discussion Group Glenn Discussion Group	Apr 2 Issue # 3--Multiple Intelligences Video: Howard Gardner
13	Apr 7 Issue # 4--Cooperative Learning Activity	Apr 9 Issue # 5--Inclusive Curriculum Reading: Banks article

14 2nd half of journals due	Apr 14 Issue # 6--Testing and Assessment Merrow article Sirotnik article	Apr 16 (Last Class) Course Synthesis and Evaluation
	Apr 28 Final Papers due 3:30 in box outside my office	