

EDUCATION AND CULTURAL DIVERSITY

EDS 771

Instructor: Jacqueline Jordan Irvine
 Semester: Spring 2003
 Office: 248 North Decatur Bldg.
 Phone: 727-0605
 Email: jirvine@learnlink.emory.edu

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 seminar centers on readings and cultural immersion field experiences that provide research a framework for exploring 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 discussion of issues related to culture, social class, ethnicity and race. Specific attention is given to an understanding of the history of three ethnic/racial groups--Asian Americans, Hispanics, and African Americans.

Course Requirements

	% of grade
1. Course participation	
Article/chapter discussion	30
2. Book Review and Class Presentation	30
3. Research Project on Cross Cultural Understanding	40

Grades

A = 100 - 96
 A- = 95 - 91
 B = 90 - 86
 B- = 85 - 81
 C = 80 - 76

Assignments turned in late or incomplete will be reduced by 20%. Normally a grade of "I" will not be granted.

1. Course participation:

This course is a readings/discussion course; hence attendance and participation in each scheduled session are very important. The degree to which students have mastered the required readings will be determined by participation in class discussions and the students' presentation of assigned chapters/articles.

Guidelines for Article/Chapter Discussions

Prepare a 3-4 page, detailed and specific summary of the author's major points. Duplicate copies for your classmates.

Section 1: Summary of article/chapter

Section 2: Personal Response

How well did the author present her/his arguments?

How does this piece relate to other works you have read in the course?

What major insights did this piece reveal to you?

Would you recommend this writing to a colleague?

Each presentation will be followed by questions and comments from the class and the professor.

2. Book Reviews

Each student is to submit and present in class a book summary and review. Suggested books are listed; however, other books may be substituted with permission of the instructor. See guidelines for writing the review and a copy of the form used to evaluate your report. The due date for the reviews depends on the topic of the book you select. Ms. Barb Mann of Woodruff Library will assist the class on Feb 11 in finding resources for writing a critical book review.

3. Research Project on Cross Cultural Understanding

Each student is required to complete a research project aimed at increasing his/her understanding of an unfamiliar cultural/ethnic group. See guidelines for this requirement.

SCHEDULE OF CLASS ACTIVITIES

Jan 21	<p>Course overview, expectations, requirements</p> <p>Topic: Cultural self understanding</p> <p style="text-align: center;">Culture, Pluralism, and Equality</p> <p>- demographic data - definitions, characteristics, and manifestations of culture</p>
Jan 28 and Feb 4	<p>Topic: Culture (cont'd)</p> <p>- Longstreet's guidelines - Hall's conception of culture according to context</p> <p>Readings: Miner article Hall article discussion led by</p>
Feb 11	<p>4:00 – 4:45 Woodruff Library Room 312 with Ms. Barbara Mann</p> <p>5:00 – 7:00 Topic: Social Class</p> <p>Readings: Rist article discussion led by Oakes articles discussion led by Book reviews:</p>
Feb 18 and Feb 25	<p>Topic: Ethnicity and Race</p> <p>Readings: Morganthau article Ogbu article discussion led by O'Conner article discussion led by McIntosh article discussion led by</p> <p>Book Reviews:</p> <p>Video: Racism</p>
Mar 4	<p>Topic: Asian Americans</p> <p>Video: Asian American Cultures</p> <p>Takaki Chapter 8 discussion led by Chapter 10 discussion led by</p> <p>Book Reviews:</p>
Mar 11	Spring Break

Mar 18	<p>Topic: Hispanics</p> <p>Video: Hispanic American Cultures in the USA</p> <p>Takaki Chapter 7 discussion led by Chapter 12 discussion led by</p> <p>Book Reviews:</p>
Mar 25	Book reviews
Apr 1 and Apr 8	<p>Topic: African Americans</p> <p>Readings: Lee and Slaughter-Defoe Chapter led by Takaki Chapter 5 discussion led by Chapter 13 discussion led by</p> <p>Video: The Road to Brown</p> <p>Book Reviews</p>
Apr 22	AERA (no class)
Apr 29	Cross Cultural Projects (oral reports)

Required Readings:

Primary Text:

Takaki, R. (1993). A different mirror: A history of multicultural America. Boston: Little, Brown, and Co.

Articles/Chapters:

Hall, E. T. (1989). Unstated features of the cultural context of learning. The Educational Forum, 54, 21-34.

Lee, C. D., & Slaughter-Defoe, D. (1995). Historical and sociocultural influences on African American education. In J.A. and C. M. Banks, Handbook on multicultural education. New York: Macmillian.

- McIntosh, P. (1992). White privilege and male privilege. In M. L. Andersen & P. H. Collins (Eds.), Race, and class and gender. Belmont, CA: Wadsworth.
- Morganthau, T. (Feb. 13, 1995). What color is black? Newsweek
- Miner, H. (1956). Body ritual among the Nacirema. American Anthropologist, 58, 503 - 507.
- O'Conner. C. (1997). Dispositions toward (collective) struggle and educational resilience in the inner city
- Oakes, J. (1986). Keeping track, part 1. Phi Delta Kappan, 68 (2), 12 - 17
Keeping track, part 2. Phi Delta Kappan, 68 (3), 148 - 153.
- Ogbu, J. O. (1992). Understanding cultural diversity. Educational Researcher, 21(8), 5 - 15.
- Rist, R. C. (1970). Student social class and teacher expectations: The self-fulfilling prophecy in ghetto education. Harvard Educational Review, 40 (3), 411 - 451.

Suggested Books for Review

- Anderson, E. (1999). Code of the streets: Decency, violence, and the moral life of the inner city.
- Anyon, J. (1997). Ghetto schooling: A political economy of urban educational reform.
- Ball, E. (1997). Slaves in the family.
- Breggin, P. R., & Breggin, G. R. (1998). The war against children of color: Psychiatry targets inner city youth.
- Carger, C. L. (1996). Of Borders and dreams: A Mexican American experience in urban education .
- Clark, R. M. (1983). Family life and school achievement: Why poor black children succeed or fail.
- Comer, J. (1996). Rallying the village.
- Corwin, M. (2000). And still we rise: The trials and triumphs of twelve gifted inner-city high school students.
- Conley, D. (1999). Being black, living in the red: Race, wealth, and social policy in America.
- Darder, A. (1991). Culture and power in the classroom.
- Delpit, L. (1995). Other people's children.
- Ferguson, A. A. (2000). Bad boys: Public schools in the making of black masculinity.
- Fine, M. (Ed.) 1997. Off white: Readings on race, power, and society
- Foster, M. (1997). Black teachers on teaching.
- Hacker, A. (1992). Two nations: Black and white, separate, hostile, and unequal.
- Haight, W.L. (2002). African American children at church.
- Howard, G.R. (1999). We can't teach what we don't know: White teachers, multiracial schools.
- Irons, P. (2002). Jim Crow's children: The broken promise of the Brown decision.
- Irvine, J. J. (1990). Black students and school failure.

- Kozol, J. (1992). Savage inequalities.
- Ladson-Billings, G. (1994). The dreamkeepers.
- Lee, S. J. (1996). Unraveling the “model minority” stereotype: Listening to Asian American youth.
- Lipman, P. (1998). Race, class, and power in school restructuring.
- Lucas, S. R. (1999). Tracking inequality: Stratification and mobility in American high schools.
- Majors, R., & Billson, J. M. (1992). Cool pose: The dilemmas of black manhood in America.
- McWhorter, J. H. (2000). Losing the race: Self-sabotage in Black America.
- Moses, M. S. (2002). Embracing race: Why we need race-conscious educational policy.
- McIntyre, A. (1997). Making meaning of whiteness: Exploring racial identity with white teachers.
- Neito, S. (1999). The light in their eyes: Creating multicultural learning communities.
- Pang, V.O. (Ed.) (1998). Struggling to be heard: The unmet needs of Asian Pacific children.
- Patterson, O. (1997). The ordeal of integration: Progress and resentment in America’s racial crisis.
- Paz, O. (1961). The labyrinth of solitude: Life and thought in Mexico.
- Phillips, K. (2001). Wealth and democracy: A political history of the American rich.
- Rathbone, C. (1998). On the outside looking in: A year in an inner-city high school.
- Rose, M. (1989). Lives on the boundary.
- Rose, M. (1995). Possible lives.
- Shorris, E. (1992). Latinos: A biography of the people.
- Simon, D., & Burns, E. (1997). The corner: A year in the life of an inner-city neighborhood.
- Stephan, W. (1999) Reducing prejudice and stereotyping in schools.

Suro, R. (1998). How Latino immigration is transforming America.

Walker, V.S. (1996). Their highest potential: An African American school community in the segregated South.

West, C. (1993). Race matters.

Weiner, L. (1999). Urban teaching: The essentials

Wilson, W. J. (1996). When work disappears: The world of the new urban poor.

Research Project on Cross Cultural Understanding:

The opportunity to observe and learn about a culture that is different from ones' own culture is a challenging, interesting, and often intimidating experience. The time that students will spend in this part of the course is not intended to substitute for more long term and concentrated cross cultural experiences but is intended to provide students with the opportunity to learn how to learn about "the other" as well as "the self."

Students are required to select at least 10 of Saville-Troike's 20 categories on The Survey of Cultural Group Characteristics for exploration and investigation. All students are required to include the categories labeled general, family, the life cycle, role, interpersonal relationships, communications, religion, and education as well as 2 additional categories. Data for the project should include:

- (a) an interview(s) with a member(s) of the cultural group;
- (b) course readings and class discussions;
- (c) library resources i.e., journal articles, books, monographs, ERIC documents, monographs, magazines, etc
- (d) at least 12 hours of cultural immersion experiences such as volunteer tutoring, religious services, home visitations, cultural celebrations.

Suggested organization for the Paper on Cross Cultural Understanding

1. Introduction: Give purpose of the paper and overview of paper's organization
2. Description of the context for the interviews (setting, program, school, neighbor): Describe the program or setting that provides the context for the paper. If you are working with a client in a program describe the program's goals, services provided, community where located, clientele, program successes/challenges, etc.
3. Information about the individual (s) you worked with: Provide background information on descriptors like gender, ethnicity, age, educational history, country of origin.
4. Method: Describe how you became acquainted with individual, the reason you chose this cross-cultural experience, setting where interviews took place, how you approach the interviews (structured vs. unstructured), respondent's receptivity and openness, method used to record data, method used to synthesize data. **NOTE:** If you have taken Qualitative Methods I, I expect that knowledge to be reflected in you methods section.

5. Findings: Organize in 10 sections indicated on the handout.
6. Cultural Immersion: Describe how you “immerse” yourself in a culture different from your own. Give the dates, places, hours, and activities that you were involved in. If the setting is different from #2, provide a description of the program.
7. Relevance to class discussions and readings: Did the interviews and cultural immersions support or contradict any of the class discussions or readings? Be specific.
8. Suggested readings list: What books (fiction or non-fiction), articles, web sites, movies, plays, monographs, etc would you recommend for enhanced understanding of the issues you discussed in this paper? Recommend your top 10 references.
9. Reflections: What did you learn from conducting this project (a) about yourself, (b) your own culture, (c) the culture of the “other”

Although all of these topics are important, I am particularly interested in how you respond to #s 5, 7, and 9. This paper for this project should be typed, double-spaced, Times New Roman, 12-point font, and in error-free APA format. I estimate that the papers will be 20 -25 pages long.