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LOUISIANA EDUCATION CONSORTIUM
Offered at Grambling State University

LECF 704 Socio-cultural and Diversity Issues in Education

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Foundation Course   **Dr. Nanthalia W. McJamerson**
Credit: 3 hours   Office: Charles P. Adams Hall #101
Fall 2008   5-7:50 p.m. - Wednesdays - AH 214   Office: 274-2309
Length of Course (August – December 2009)   P. O. Box 955 Grambling, LA 71245
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I. Course Description

LECF 704 Sociocultural and Diversity Issues in Education, 3 hours credit: This course examines and analyzes socio-cultural issues as they relate to the existence and delivery of educational programs and services in schools for **equity** and **excellence** in the education of diverse student populations.   The course explores the social and political dimensions of education with emphasis on cultural pluralism in society, the impact of social systems on educational decisions, competing educational belief systems, and institutional responsiveness to multiculturalism. Implications that socio-cultural issues have for teachers and administrators in the K-12 educational system are also examined.

II. Rationale

LECF 704 is a core course that is an introduction to the knowledge, skills and dispositions for quality teaching of students from diverse populations. Course experiences will engage candidates in professional development and the evaluation and design of multicultural curriculum. The course covers both individual development and cultural issues.

<u>Grambling State University Conceptual Framework Theme and Program Outcomes</u>

Through broad-based curricula, consisting of performance-based assessment, research-based instruction and strategic field experiences, the teacher education program at Grambling State University graduates teachers and educational and community leaders. Content, professional and pedagogical knowledge, skills and dispositions enable professional educators to help all students reach their full potential. The Conceptual Framework for the program consists of three strands: Our graduates are (1) **masters of subject matter content**, (2) **facilitators of learning, and** (3) **enhancers and nurturers of affective behaviors**.

III. Course Objectives, Outcomes and Standards

At the conclusion of the course, learners will be able to	LEC Program Outcomes	NBPTS	NCATE	Assessment Strategies
Identify and evaluate sociocultural factors for pluralistic teaching.	I.4, I.6,III.11	1,2	I, IV	VIII a
Compare and contrast philosophies of sociocultural development and influence on education	I.4, II.1	2	III	VIII b
Discuss and evaluate the effects that a sociocultural philosophy has on designing and assessing a curriculum for students at the micro and macro levels	I.4, III.11	2,4	I	VIII a, d
Develop and reflect on demonstrations of best-practice multicultural lessons	I.6, II.1, II.3, II.7, II.8	2	I, IV	VIII c
Identify at least three sociocultural philosophical shifts in the last century that have affected the education of diverse groups of students.	III.11	2	I	VIII f
Analyze the impact of sociocultural and diversity issues in education with respect to linguistic, geographic location, human exceptionality, socioeconomic, ethnic, religious and gender differences.	I.5, II.3	1,4	III	VIII f, g
Evaluate the effect of sociocultural expectations on educational opportunities, parent-school relations, special education placement and transitions, and gifted education referrals.	I.4	1,4	IIII	VIII a, f
Analyze, synthesize and evaluate current literature through written reports and abstracts	I.6, III.11	2	III	VIII b, f
Plan and implement personal and professional development activities focused on sociocultural and diversity issues	I.4, I.6, II.1, II.3, II.7, II.8, IV.2	1,2,4	I, II, III, IV, V	VIII c, h

IV. Primary Empirical Base

The primary empirical base for this course is the work of James A. Banks on multicultural education, Sonya Nieto and Geneva Gay regarding curriculum development. Emphasis is placed on identity from the classic research of Erik Erikson and practical application in Beverly Tatum's scholarship. Special attention is given to the advocacy for diverse populations.

V. Resources and Materials

Textbooks:
      Banks, J. A. (2006). *Cultural Diversity and Education: Foundations, Curriculum, and Teaching*, 5/E. NY: Allyn and Bacon.
      Tatum, B. D. (1997). *Why are all the Black kids sitting together in the cafeteria?* NY: Basic Books.

Other Reference Materials

      Multicultural Perspectives
      American Sociological Review
      Journal of Cross-Cultural Psychology
      Journal of Educational Psychology
      Harvard Educational Review
      The Kappan

      www.eastern.edu/publications/emme (Electronic Magazine of Multicultural Education)
      www.rethinkingschools.org
      www.nameorg.org
      www.tolerance.org

VI. Course Topics

1. The Dimensions of Multicultural Education. 2. Multicultural Education: History and Revitalization Movements. 3. Multicultural Education: Nature, Goals, and Approaches. 4. Culture, Ethnicity, and Education. 5. Race, Diversity, and Educational Paradigms. 6. Pluralism, Ideology, and Educational Reform. 7. Nature of Identity/Stages of Cultural Identity: Implications for Curriculum Reform. 8. Race, Disability, Giftedness, and School Reform. 9. The Lives and Values of Transformative Scholars and Citizenship Education. 10. A Curriculum for Empowerment, Action, and Change. 11. Teaching Decision-Making and Social Action Skills. 12. The Curriculum, Cross-Cultural Teaching, and Social Change. 13. Gender and Educational Equity. 14. Language, Culture, and Education. 15. Reducing Prejudice in Students: Theory, Research, and Strategies. 16. Curriculum Guidelines for Multicultural Education.

VII. Instructional Methods and Activities

Methods and activities for instruction include:
A. Traditional Activities – lecture, discussion, power point presentations
B. Clinical Experiences – modeling best practices and demonstration lessons
C. Analytical/Interactive/Reflective Activities – position papers, video analyses, etc.
D. Professional Development – instructor and peer critique and attendance at the Diversity Conference
E. Cultural Autobiography (paper and presentation)

VIII. Assessment and Grade Assignment

a.	Position Papers	50 pts
b.	Article Critiques (6)	100 pts total
c.	Demonstration Lessons	150 pts total
d.	Electronic Communication	100 pts
e.	Video and print analyses	100 pts total
f.	Class Participation	200 pts total
g.	Cultural Autobiography	100 pts
h.	Diversity Conference Participation	100 pts
i.	Final Research Paper	200 pts

TOTAL   1,000 pts

Grading Scale
90 - 100% of available points   = A
80 - 89% of available points   = B
70 - 79% of available points   = C
60 - 69% of available points   = D
< 59% of available points   = F

IX. Course Schedule and Policies
(See separate attachment for calendar)

X. Bibliography (includes but not limited to the following)

Banks, J.A., & Banks, C.M. (2003). *Handbook of research on multicultural education*. San Francisco: Jossey-Bass Publishing Co.
Barba, R. (1995). *Science in the multicultural classroom*. Boston: Allyn and Bacon.
Garcia, E. (1994). *Understanding and meeting the challenge of student cultural diversity*. Boston: Houghton Mifflin.
Gay, G. (2003). *Becoming a multicultural educator*. San Francisco, CA: Jossey-Bass.
Gay, G. (2000). *Culturally responsive reaching: Theory, research, and practice*. New York: Teachers College Press.

Grossman, H. (1995). *Classroom behavior management in a diverse society*. Mountain View, CA: Mayfield Publishing Company.

Grossman, H., & Grossman, S.H. (1994). *Gender issues in education*. Boston: Allyn and Bacon.

Hirsch, E.D. (1988). *Cultural literacy*. New York: Random House.

Kozol, J. (1991). *Savage inequalities*. New York: Harper Collins Publishers.

Ladson-Billings, G. (1995). *The dreamkeepers*. San Francisco: Jossey-Bass.

Lomotey, K. (1990). *Going to school*. Albany, NY: State University of New York Press.

McCormick, S. (1995). *Instructing students who have literacy problems*. Columbus, OH: Merrill.

Nieto, S. (1996). *Affirming Diversity: The sociopolitical context of multicultural education*. WhitePlains, NY: Longman.

Schultz, F. (1997). *Multicultural education*. Guilford, CT: Dushkin/McGraw-Hill.

Shor, I. (1992). *Empowering education: Critical teaching for social change*. Chicago: University of Chicago Press.

Swadener, B., and Lubeck, S. (Eds.). (1995). *Children and families "at promise": Deconstructing the discourse of risk.* Albany: State University of New York Press.

Tharp, R.G., & Gallimore, R. (1988). *Rousing minds to life*. Cambridge University Press.

Classic References

Berlak, A. and Berlak, H. (1981). *Dilemmas of schooling: Teaching and social change*. New York: Methuen, Inc.

Cole, M., & Scribner, S. (1974). *Culture and thought*. New York: John Wiley & Sons.

Dreisbach, M., & Keogh, B.K. (1982). *Testwiseness as a factor in readiness test performance of young Mexican-American children*. Journal of educational psychology, 74(2), 224-229.

Freire, P. (1973). *Pedagogy of the oppressed.* New York: Seabury.

Gould, S.J. (1981). *The mismeasure of man*. New York: W.W. Norton & Company.

Vygotsky, L.S. (1962). *Thought and language*. Cambridge, MA: The M.I.T. Press.