

**PTED 7281-11****INDEPENDENT PROJECT:****LF08 SOCIAL STUDIES AND SOCIAL JUSTICE**

Semester Hours: 3  
Semester/Year: Summer 2008

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Online Support:  
WebCT Login and Help page: <http://webct.westga.edu>  
Distance Learning Library Resources: <http://www.westga.edu/~library/depts/offcampus/>  
Ingram Library Information: <http://www.westga.edu/~library/info/library/shtml>  
UWG Distance Education: <http://www.westga.edu/~distance/>

**COURSE DESCRIPTION**

Prerequisite: Bachelor's Degree and Academic Advisor's Approval

This course is designed to facilitate a discourse through an examination of race, class and gender, help educators identify and deconstruct their own privilege, and more deeply commit themselves to antiracist teaching and multicultural education. This strand is very participatory, requiring attendees to take risks and be open to self reflection.

**CONCEPTUAL FRAMEWORK**

The conceptual framework of the College of Education at UWG forms the basis on which programs, courses, experiences, and outcomes are created. By incorporating the theme "Developing Educators for School Improvement," the College assumes responsibility for preparing educators who can positively influence school improvement through altering classrooms, schools, and school systems (transformational systemic change). Ten descriptors (decision makers, leaders, lifelong learners, adaptive, collaborative, culturally sensitive,

empathetic, knowledgeable, proactive, and reflective) are integral components of the conceptual framework and provide the basis for developing educators who are prepared to improve schools through strategic change. National principles (INTASC), propositions (NBPTS), and standards (Learned Societies) also are incorporated as criteria against which candidates are measured.

The mission of the College of Education is to develop educators who are prepared to function effectively in diverse educational settings with competencies that are instrumental to planning, implementing, assessing, and re-evaluating existing or proposed practices. This course's objectives are related directly to the conceptual framework and appropriate descriptors, principles or propositions, and Learned Society standards are identified for each objective. Class activities and assessments that align with course objectives, course content, and the conceptual framework are identified in a separate section of the course syllabus. The class activities and assessments that align with course objectives, course content are also inclusive of the Georgia Performance Standards.

### **COURSE OBJECTIVES:**

#### **Goals and Objectives for Session 1: (Knowledgeable, Empathetic, Reflective, Collaborative; NBPTS 2, 9)**

1. Explore the meaning and significance of cultural fluency
2. Explore the urgency of the need for cultural fluency in our world and our classrooms
3. Explore the possibility for an inclusive model of classroom instruction and environment

#### **Goals and Objectives for Session 2: (Culturally Sensitive, Proactive, Lifelong Learners, Empathetic; NBPTS 2, 9 )**

1. Discover more about each other's personal identity
2. Learn about cross-cultural differences in verbal and nonverbal behavior
3. Understand the easily observable element of culture and its deep, often unconscious influence on behavior
4. Begin to apply ideas about culture to their classrooms
5. Develop ideas for exploring various ethnic communities

#### **Goals and Objectives for Session 3: (Knowledgeable, Culturally Sensitive, Empathetic, Proactive; NBPTS 2, 6, 9)**

1. Learn that race is a socially-constructed concept and that white privilege has an impact on teaching and learning.
2. Learn how generalizations from people's race or appearance to their behaviors and characters can be misleading and harmful
3. Become sensitive to stereotyping, and aware of how our expectation and experience can lead to stereotyping
4. Understand that cultural fluency is continually developing: we always expanding and revising what we "know" about culture
5. Become aware of how we can expand our cultural fluency through use of books, videos and community resources
6. Understand some model for building curriculum units around themes, cultures, and genres

**Goals and Objectives for Session 4: (Decision Maker, Adaptive, Culturally Sensitive, Reflective; NBPTS 7, 8, 9)**

1. Develop a variety of new cultural experience shared by fellow teachers
2. Develop a perspective on how bias develops in children
3. Develop the concept of teachable moments in relation to bias reduction
4. Develop concepts and strategies for conflict resolution

**Goals and Objectives for Session 5: (Culturally Sensitive, Collaborative, Empathetic, Reflective, Adaptive; NBPTS 2, 5, 6, 9)**

1. Explain the importance of increasing our awareness of stereotypes
2. What we can do to lessen the destructiveness of stereotypes
3. Develop guidelines for acting to alleviate bias and stereotyping in ourselves and others
4. Develop formats and content for multicultural units, leading to an action research project

**TEXT, READINGS, AND INSTRUCTIONAL RESOURCES**

Banks, J. A. (2002). *An Introduction to Multicultural Education*. (3rd ed.). Boston, MA: Pearson Education Company.

Bennett, C. I. (2003). *Comprehensive Multicultural Education: Theory and Practice*. (5th ed.). Boston, MA: Pearson Education Company.

Delpit, Lisa (2006). *Other People's Children: Cultural Conflict in the Classroom*. New York: The New Press- W.W. Norton & Company.

Derman-Sparks, Louise and Patricia G. Ramsey. (2006) *What if All the Kids are White? Anti-bias Multicultural Education with Young Children and Families*. Washington D.C. National Association for the Education of Young Children.

Grant, C. A. & Sleeter, C. (2003). *Making Choices for Multicultural Education: Five Approaches to Race, Class, and Gender*. (4th ed). New York, NY: Hermitage Publishing Services.

Howard, G. (2006). *We Can't Teach What We Don't Know – White Teachers, Multiracial Schools*, 2<sup>nd</sup> Edition. New York, NY: Teachers College Press.

Internet Resources:

[www.nbcdi.org](http://www.nbcdi.org)

[www.nameorg.org](http://www.nameorg.org)

<http://www.racismagainstindians.org/STARArticle/AntibiasCurriculumAndInstruction.htm>

<http://www.understandingprejudice.org/teach/native.htm>

<http://www.hgcdc.pdx.edu/info/Antibias.htm>

<http://www.abbemuseum.org/Timeline%20Curriculum/abbe-curriculum015.html>

[www.naeyc.org](http://www.naeyc.org)

[www.ncte.org](http://www.ncte.org)

[www.teachingtolerance.org](http://www.teachingtolerance.org)

<http://www.lab.brown.edu/tdl/tl-strategies>

<http://www.lab.brown.edu/tdl/tl-strategies/crt-principles.shtml>

I also invite you to subscribe to the following electronic multicultural list-serv:

*Tolerance.org online newsletter*, a periodic e-mail about tolerance issues:

<http://www.tolerance.org/newsletter/index.html>

### **Knowledge and Research Base:**

- Angelou, M. (1983). *I Know Why The Caged Bird Sings*. N.Y., Doubleday
- Au, K. H. (1998). Social constructivism and the school literacy learning of students of diverse backgrounds. *Journal of Literacy Research*, 30(2), 297-319.
- Au, K. H. (1993). *Literacy instruction in multicultural settings*. New York: Harcourt Brace.
- Banks, J. (1999). *An introduction to multicultural education*. Boston: Allyn & Bacon.
- Banks, J. & Banks, C. A. M. (2001). *Multicultural education: Issues and perspectives (4th ed.)*. New York: John Wiley and Sons.
- Barrett, J. D. (1991). *Willie's not the hugging kind*. New York: Harper Trophy.
- Beals, M. (1995). *Warriors Don't Cry*. New York: Washington Square Press.
- Bennett, A., Bridgall, B. L., Cauce, A. M., Everson, H. T., Gordon, E. W., Lee, C. D., Mendoza-Denton, R., Renzulli, J. S., Stewart, J. K. (2004). *All students reaching the top: strategies for closing academic achievement gaps*. A Report of the National Study Group for the Affirmative Development of Academic Ability. Naperville, IL: North Central Regional Educational Laboratory.
- Bennett deMarrais, K. (1998). Urban Appalachian children: an "Invisible Minority" in city schools. In S. Books (Ed.). *Invisible Children*. Mahwah, NJ: Lawrence Erlbaum Associates.
- Bennett deMarrais, K. (1999). Colonization of the self: The construction of gender in patriarchal, capitalist America. In D. A. Gabbard (Ed.). *Power/ knowledge and the politics of educational meaning: A teacher's guide*. Mahwah, NJ: Lawrence Erlbaum Associates.
- Bernard, B. (1996). Fostering resiliency in urban schools. In B. Williams (Ed.), *Closing the Achievement Gap: A vision for changing belief and practice* (pp. 96-119). Alexandria, VA: ASCD.
- Brown, Claude (1993). *Manchild in the promise land*. N.Y. Simon & Schuster.
- Bryant, L. M. (2002). *I'm black and I'm proud, wished the white girl*. Lincoln, NE: Universe, Inc.
- Codjoe, H.M. (2007). The importance of home and parental encouragement in the academic achievement of African Canadian youth. *Canadian Journal of Education*, 30(1), 137-156.

- Codjoe, H.M. (2006). The role of an affirmed black cultural identity and heritage in the academic achievement of African-Canadian students. *Intercultural Education*, 17(1), 33-54.
- Codjoe, H.M. (2005). Africa(ns) in the Canadian educational system: an analysis of positionality and knowledge construction. In Wisdom, J. T. & Korbla, P. P. (eds.) *The African diaspora in Canada: negotiating identity and belonging*, pp. 63-91. Calgary, Alberta: The University of Calgary Press.
- Davis, S., Jenkins, G., Hunt, R., & Page, L.F. (2003) *The Pact: Three young men make a promise and fulfill a dream*. N.Y.: Riverhead.
- Delpit, L. (1986). Skills and other dilemmas of a progressive black educator. *Harvard Educational Review*, 56, 179-385.
- Fadiman, A. (1997). *The spirit catches you and you fall down: A Hmong child, her American doctors and the collision of two cultures*. New York: Noonday Press.
- Gallo, D. R., Editor, (2004). *First Crossing: Stories about Teen Immigrants*. Cambridge, MASS: Candlewick Press.
- Garcia, E. (2002). *Student cultural diversity: Understanding and meeting the challenge*. Boston: Houghton Mifflin Company.
- Gollnick, D. M. and Chinn, P. C. (2006). *Multicultural education in a pluralistic society*, 7<sup>th</sup> ed. Upper Saddle River, NJ: Pearson Prentice Hall.
- Gorski, P. C. (2001). *Multicultural education and the Internet: Intersections and integrations*. New York: McGraw-Hill.
- Grant, C. A., & Gomez, M. L. (2001). *Campus and classroom: Making schooling multicultural*. Columbus, OH: Merrill/Prentice Hall.
- Haberman, M. (1995). *Star teachers for children of poverty*. West Lafayette, IN: Kappa Delta Pi.
- Hale-Banenson, J. (1986). *Black children: Their roots, culture, and learning*. rev. ed. Baltimore: John Hopkins University Press.
- Heath, S. B. (1983). *Ways with words: Language, life and work in communities and classrooms*. New York: Cambridge University Press.
- Heward, W.I. (2006). *Exceptional children*, 8<sup>th</sup> ed. Upper Saddle River, NJ: Merrill/Prentice Hall.
- Hilliard, A.G., III. (1990). Misunderstanding and testing intelligence. In J. I. Goodlad & P. Keating (Eds.), *Access to knowledge: An agenda for our nation's schools*. New York: College Entrance Examination Board.
- Hollins, E., King, J. & Hayman, W. (1994). *Teaching diverse populations: Formulating a knowledge base*. Albany, NY: State University of New York Press.

### **Additional Readings:**

*Multicultural Education*. Caddo Gap Press, Inc., 3145 Geary Blvd., Suite 275, San Francisco, CA 94118, (415) 750-9978. ISSN 1068-3844.

*MultiCultural Review*. Greenwood Publishing Group, Inc. 88 Post Rd. W., P.O. Box 5007, Westport, CT 06881-5007. ISSN 1058-9236.

*Teaching Tolerance*. Southern Poverty Law Center, 400 Washington Ave., Montgomery, AL 36104, Fax (334) 264-3121. ISSN 1066-2847

## **ASSIGNMENTS, EVALUATION PROCEDURES, AND GRADING POLICY**

### **Link to Conceptual Framework**

The focus of this course is examining the nature and functions of culture, and explores how history and culture shape world views. It is also the focus of this course Examine the development of his/her own cultural identity and learning styles; as well as identify strategies that creatively deal with challenges and differences between the cultures of educators and students. Finally, this course serves to create a dialog that will assist in identifying strategies that creatively deal with challenges and differences between the cultures of educators and students and identifying educators' cultural practices and *expectations* that perpetuate and maintain achievement gaps The overall evaluation of this course is structured so that students can develop a holistic view of the relationship of race, class gender, home, school and community. Assignments are correlated with the College of Education's conceptual framework. At the completion of the course, students will have demonstrated achievement in the areas of **adaptive (Assignment 3); culturally sensitive (Assignments 1-6); empathetic (Assignment 5); knowledgeable (Assignments 1-5); proactive (Assignments 3, 4); and reflective (Assignments 1-6).**

### **Assignments:**

The assignments of this course of this course are process-based and culminating. The assignment is a website consisting of the major components listed below:

1. An digital KWL Chart
2. A 15 page research/reflection paper
3. 10 Georgia Performance Standards-based social justice lessons
4. identity box with a photo show and rationale
5. 5 electronic journal responses
6. A narrative response to the film The Making of Sesame Street.

## **CLASS POLICIES**

- 1) **Submitting Assignments:** Students are expected to submit assignments on the due date. The policy for late assignments is strict. If you submit an assignment late, you will receive no points for that assignment. If your assignment is due on said date, I must have it by midnight on that date. No excuses will be accepted including difficulties with technology. If you are unable to get onto WebCT, contact ETS for support.

- 2) **Professionalism:** Students are expected to conduct themselves in a professional manner. This is an essential quality for all professionals who will be working in schools. Professionalism includes, but is not limited, to the following behaviors:
- a) Participating in interactions and class activities (online or face-to-face) in a positive manner;
  - b) Collaborating and working equitably with classmates;
  - c) Turning in assignments on time;
  - d) Arriving to and leaving class punctually;
  - e) Treating classmates, colleagues, and the instructor with respect in and out of the classroom;
  - f) Eliminating interruptions in class. This includes cell phones, beepers, talking out of turn or while others are talking, etc.
  - g) Producing original work. Plagiarism, academic fraud, or turning in work previously turned in for another course, including courses outside of UWG, are serious offenses.

Students who display a lack of professionalism will be contacted by the instructor and informed of the consequences. A second violation will result in departmental review, and the student may be removed from the program.

In an effort to facilitate a mutually beneficial and cooperative learning environment, the students in this child development course will engage in the following:

1. **Promote mutual respect and dignity among all students-** We will listen carefully to one another, respect diverse ideas, talents and points-of-view. We will agree to disagree with one another's ideas while emphasizing respect for each person.
  2. **Engender trust and openness-**A healthy learning environment insists that we all learn to trust one another and continue to maintain that trust throughout the semester.
  3. **Value diversity-** We will encourage an environment where students are open to hearing, learning about and contributing diverse ideas, experiences and points-of-view.
  4. **Take active responsibility for "engaged" teaching/learning-**We will come prepared to class, ready to learn. We will engage ourselves actively in different forms of learning/teaching experiences such as experiential learning, small group discussions and structured debates.
  5. **Participate actively** – We will value and nurture active participation and involvement in the classroom. We will provide constructive feedback to our peers and we will listen as much as we speak.
  6. **Build a challenging and supportive learning environment-** We will create an environment where students feel free to take risks that challenge and nurture their educational growth. We will attempt to balance intellectual challenge and emotional support. We will emphasize reflective inquiry among students, test new ideas and brainstorm possibilities.
- 3) **Attendance:**  
Course grades include participation in small group activities and can not be made up. Each absence negatively affects the course grade.

**GRADING POLICY:**

A = 90 - 100%

B = 80 - 89%

C = 70 - 79%

D = 60 - 69%

F = 69% or less

**Tentative Class Outline and CALENDAR:**

<b>Day 1</b>	<b>Goals and Objectives for Session 1: (Knowledgeable, Empathetic, Reflective, Collaborative; NBPTS 2, 9)</b>
Concurrent Session #1: Topic	Samantha Briggs
Concurrent Session #2: Topic	Samantha Briggs
Strand Session	Who Am I?
<b>Day 2</b>	<b>Goals and Objectives for Session 2: (Culturally Sensitive, Proactive, Lifelong Learners, Empathetic; NBPTS 2, 9 )</b>
Concurrent Session #1: Topic	Stacy Boyd
Concurrent Session #2: Topic	Alda Blakeney -Wright
Strand Session	Who Are We?
<b>Day 3</b>	<b>Goals and Objectives for Session 3: (Knowledgeable, Culturally Sensitive, Empathetic, Proactive; NBPTS 2, 6, 9)</b>
Concurrent Session #1: Topic	Stephanie Wright
Concurrent Session #2: Topic	Stephanie Wright
Strand Session	How Can We Learn More About Each Other?
<b>Day 4</b>	<b>Goals and Objectives for Session 4: (Decision Maker, Adaptive, Culturally Sensitive, Reflective; NBPTS 7, 8, 9)</b>
Concurrent Session #1: Topic	Andy Walter
Concurrent Session #2: Topic	Andy Walter

Strand Session	Can We All Get Along?
<b>Day 5</b>	<b>Goals and Objectives for Session 5: (Culturally Sensitive, Collaborative, Empathetic, Reflective, Adaptive; NBPTS 2, 5, 6, 9)</b>
Concurrent Session #1: Topic	Noelle Witherspoon
Concurrent Session #2: Topic	Monika Shealey
Strand Session	How Can We Help Our Students Become Culturally Aware and Work Towards Fluency?

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### **ACADMEIC HONESTY**

Students are expected to adhere to the highest standards of academic honesty. Plagiarism occurs when a student uses or purchases ghost-written papers. It also occurs when a student utilizes ideas of or information obtained from another person without giving credit to that person. If plagiarism or another act of academic dishonesty occurs, it will be dealt with in accordance with the academic misconduct policy stated in The Uncatalog, Undergraduate Catalog, and Graduate Catalog.

**NOTE ON ACADEMIC HONESTY:** You MAY NOT turn in work for this course that has been turned in or completed in another class. If you turn in work for this class that has been completed as part of the academic requirements for another course, you will automatically receive a failing grade in this research course.