All nations, no matter how big or how small, are culturally diverse. This diversity raises a question for educators: How do we organize and operate schools and other educational agencies given this diversity? Fearing that the acknowledgment of diverse cultures in schools would encourage cultural factions and make national unity more difficult to achieve, most nations have opted to ignore diversity as much as possible and try to operate monocultural schools. For the past 55 years, however, educational theorists and practitioners have argued that successful unity as a nation and effective learning for the individual depends on developing a multicultural school. While there has been much agreement on the idea that education must be multicultural, there are some major disagreements as to what this means. In order to understand how multicultural education might be practiced, we must first understand the sociocultural foundations of education. In other words, we must first understand how things work socially at the present time, before we can decide how to change things and improve the future. For that reason, this course is designed to explore sociocultural theory in order to help you better understand that context. This is not a course on instructional methods for use with culturally different students nor is it a course on how to design curriculum for use with culturally different students, but is a course on sociocultural theory designed to help those interested in education at any level to be able to see and understand social and cultural processes that organize the lives of all students, teachers, and faculty in our schools, universities, and community organization.

Goal of the Course

- To become familiar with some theories related to the sociocultural and their relationship to schooling or other educational agencies.
- To begin to understand schools, universities, and community educational organizations culturally.

In order to accomplish this goal, the course will assume three important positions.

1. Education must be understood as primarily a social activity.
2. Students must actively participate in the process of their own and their peers’ education.
3. All statements of knowledge and value by students and the instructor must lay themselves open to critical dialogue.

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**Henry Dumas**

play ebony play ivory
play notes that
speak my people . . .

1101 v. 1.1
Required Reading

Readings for EDL 621 must be downloaded from the course blackboard site. The readings are located on the Course Documents page. The readings are in PDF format. If you don’t have the software to read PDF files on your computer you can get one for free at http://www.adobe.com/downloads/. If you have trouble finding, downloading, opening, or reading these articles, you should contact the Miami Support Desk <https://ithelp.muohio.edu/selfservice/portal?page=Guest.psm1>. If a specific essay does not appear on the list, please let me know immediately.

Other readings may be assigned.

Course Requirements:

Grade Distribution Plan #1
• 2 short (4 page) papers: (50% each)

Grade Distribution Plan #2 (For advanced graduate students only)
• 1 long term paper on topic of choice (100%)
  (must have permission of instructor)

Short papers: You will be assigned two 4-page papers on a given topic. To write your essay you will need only the knowledge gained from class lectures and readings.

Attendance policy: At the instructor’s discretion, any student missing two classes may be dropped from the course, assigned a grade of “F,” or assigned work to make-up what was missed. More than one missed class may result in a lower final grade.

Policy for late papers: All papers are due on due date. Papers submitted on time will be graded in a timely fashion with appropriate written comments by the instructor. Papers submitted late will not be graded down. Late papers are evaluated in the same way as those that are submitted on time; except, late papers are placed at the bottom of the instructor’s workload and will be graded when the instructor gets the time. Also, late papers may not have the same degree of written comments as those submitted on time.

Paper submission: All papers should be submitted electronically in Microsoft Word through the Turnitin function by going to the “Assignment” page on the blackboard site and clicking on the Turnitin link.
Course Outline

I. EDUCATION & THE CONSTRUCTION OF CULTURAL POLITICS

1/12  topic: Introduction to the Sociocultural  
reading: "Introduction to Readings" (download from Blackboard)  
topic: Signification, Dialogue, & the Construction of Self  

1/19  submit: demographic form (download from Bb site) as email attachment to my email address: quantzra@muohio.edu  
topic: Constructing Solidarity (ritual)  

topic: Constructing the Other  

topic: Labeling/Deviance Theory: Exceptionality  

topic: Cultural Politics: The Struggle over Legitimacy  
SHORT PAPER #1 ASSIGNED  


II. EDUCATION & THE STRUCTURING OF CULTURAL POLITICS  

topic: Structuralism: Class & Race  

2/23  SHORT PAPER #1 DUE  
topic: Bourdieu & Reproduction Theory  

1001 V. 2.1


topic: Freire & Resistance

3/9 SPRING BREAK -- NO CLASS


III. SOCIOCULTURAL THEORY & CULTURAL POLITICS IN EDUCATION


ISSN: 00029602


topic: Race & Racism


ISSN: 0741-1235


topic: Gender & Education: Feminism


1001 V. 2.1

topic: Multicultural Education
SHORT PAPER #2 ASSIGNED


topic: Multicultural Education (cont.)


5/4
SHORT PAPER #2 DUE