

# **Trends and Issues**

**Chris Minich and Derek Spalla**

# Social Studies Trends & Issues

## Table of Contents

1. Multicultural Education
  - ✓ Defined
  - ✓ Globalization
  - ✓ Banks' Five Dimensions
2. Social Justice
  - ✓ Defined
  - ✓ Issues
  - ✓ Strategies

# Multicultural Education

- Teaching and learning based on **democratic values** that foster **cultural pluralism**.
- A commitment to achieving **educational equity**.
- Developing curricula that build on an **understanding of diversity**.
- Education and instruction designed for the cultures of **several different races** in an educational system.
- Interrelated with the theme of **social justice**.

Reference: (Hart ; Wilson)

# Globalization

- **Global dimensions** of environmental issues, pandemic diseases, energy consumption, and weapons proliferation
- In 2000, **28.4 million immigrants** came to the US, and **50% came from Mexico**, and **25% came from Asia**. **Georgia** is a new immigrant hotspot as immigrants move away from ports of entry.
- **Double Consciousness** by looking at one's self through the eyes of others, elimination of **ethnocentrism**

Reference: (Stewart, 2007; Lapkoff, 2007)

# Banks' Five Dimensions of Multicultural Education

1. **Content Integration** – Teachers supply examples and information from different ethnic and cultural groups to illustrate concepts and principles in their content area.
2. **Prejudice Reduction** – Consistently address students preconceived notions about other students based on race, neighborhood, ethnicity, gender, and religion.
3. **Equity Pedagogy** – Encouraging success for all students across diverse racial, ethnic, and social-class groups.

Reference: (Banks 1993)

# Banks' Five Dimensions of Multicultural Education cont.

- 4. Knowledge Construction** – Teachers help students to understand how knowledge is created and how it is influenced by the racial, ethnic, and social-class positions of individuals and groups.
- 5. Empowering School Culture** – Restructuring the culture and organization of the school so that students from diverse racial, ethnic, and social-class groups will experience educational equality and cultural empowerment.

Reference: (Banks 1993)

# Social Justice Defined

- Awakens students to values and ideologies outside of the status quo of textbooks and curricula.
- Students are encouraged to take critical stances to give them power to take social action to improve their lives and the lives of others.
- Focuses on student experience and taking social action on real world problems, such as violence, hunger, poverty, etc.
- Emphasizes the addressing of social questions and a quest to create a better global society.
- Linked to the educational philosophy of reconstructionism.

Reference: (Paris, 2005; Pratt & Collins 2001)

# Social Justice Issues

Rule of Law  
Welfare Violence  
Economic Racism Equality  
Hunger poverty Slavery  
Environmental Human Rights  
Homelessness War

# Social Justice Issues cont.

- **Poverty**

- **42%** of Georgia's children under the age of 18 live below the poverty level.
- Half the world — **nearly three billion** people — live on less than two dollars a day.

- **Slavery**

- Up to **17,500 slaves** are brought into the US **every year**, with many working as prostitutes, farm workers or domestic servants.
- More than **1,000,000** people are **enslaved** in the US today.
- Worldwide the number of **people in slavery** today is at least **27 million**.

# Social Justice Issues cont.

- Warfare

- As of mid-2005, there were **eight Major Wars** under way, with as many as **two dozen "lesser" conflicts** ongoing with varying degrees of intensity.
- **U.S. military casualties** in the Iraq war are 33,000; **29,000 wounded and 4,000 killed.**
- Iraqi **civilians deaths** are estimated at **1.2 million.** (high estimate from all violence)
- Today, **75%** or more of those killed or wounded in wars **are non-combatants.**

Reference: (GlobalSecurity.org, 2007; Just Foreign Policy, 2008)

# Social Justice Strategies

- Strategies focus on inquiry, dialogue, and multiple perspectives when dealing with controversial issues.
- Community-based learning and bringing the world into the classroom.
- Facilitate constructive questioning (deconstruction) of sources of knowledge.
- Necessitates the broadening of international, pluralistic, and critical knowledge bases of both students and teachers.
- Active participation in social action to redress inequalities.

Reference: (Paris, 2005; Levstik & Tyson, 2008)

# References

- Banks, J. A. (1993). Multicultural Education: Historical Development, Dimensions, and Practice. *Review of Research in Education*, 19, 3-49.
- Clarke, M., & Drudy, S. (2006). Teaching for diversity, social justice and global awareness. *European Journal of Teacher Education*, 29, 371-386.
- GlobalSecurity.org. (2007, June 20). Retrieved July 12, 2008, from <http://www.globalsecurity.org/military/world/war/index.html>
- Ham, K., Wieland, C., & Batten, D. (2008). *Genetics and the human family*. Retrieved July 13, 2008, from <http://www.answersingenesis.org/home/area/OneBlood/chapter3.asp>
- Hart, P. *Highlights TeacherNet*. Retrieved July 11, 2008, from <http://www.teachernet.com/literacylights/multicultural1.htm>
- ICasualties.org. (2008). Retrieved July 12, 2008, from <http://icasualties.org/oif/Default.aspx>
- Just Foreign Policy. (2008). Retrieved July 12, 2008, from <http://www.justforeignpolicy.org/>
- Lapkoff, S., & Li, R. M. (2007). Five Trends For Schools. *Educational Leadership*, 64, 8-15.
- Levstik, L. S., & Tyson, C. A. (2008). Social justice and the social studies. *Handbook of research in social studies education* (pp. 155-171). New York, NY: Routledge.
- Merryfield, M. (2001). Moving the center of global education: from imperial world views that divide the world to double consciousness, contrapuntal pedagogy, hybridity, and cross-cultural competence. In Merry Merryfield (Series Ed.) & William B. Stanley (Vol. Ed.) *Research in social education: Critical issues in social studies research for the 21<sup>st</sup> century* (179-207) Greenwich, CT: Information Age Publishing.

# References cont.

National Center for Children in Poverty. Retrieved July 12, 2008, from <http://www.nccp.org/>

Nye, C. (2008). *Matador: 10 Shocking Facts About Global Slavery*. Retrieved July 12, 2008, from <http://matador.org/10-shocking-facts-about-global-slavery-in-2008/>

Paris, N. A. (2005). *Major Educational Philosophies*. Unpublished manuscript, Kennesaw State University, Kennesaw, Georgia.

Pratt, D., & Collins, J. (2001). *Teaching Perspectives Inventory*. Retrieved June 11, 2008, from <http://www.teachingperspectives.com>

Shah, A. (2008, March 4). *Causes of Poverty*. Retrieved July 12, 2008, from <http://www.globalissues.org/TradeRelated/Facts.asp>

Stewart, V. (2007). Becoming Citizens of the World. *Educational Leadership*, 64, 8-14.

Wilson, K. *Research Room EdChange Multicultural Pavilion*. Retrieved July 11, 2008, from <http://www.edchange.org/multicultural/papers/keith.html>