

Vvdaul Holloway

Interdisciplinary Studies Major Proposal

Fall 2013

**Major Title: Social Education**

**Rationale:**

Because education in America is not equal nor appropriate on all fronts, many issues have arisen. There is an ever increasing educational gap between white students and their minority counterparts. My interdisciplinary major will aim to address these issues through historical perspectives on civil rights, African Americans in the United States, and social injustice through poverty in the country. I will have classes from the psychology department that will enrich my understanding of social schemes and personal biases that affect interactions in an educational setting. I will also take classes from the education department to enrich my understanding of classroom structure, the current education system, and special topics within the classrooms of today. The courses I take from the history department will aim to give perspective to the needs of the country as far as minority relations, poverty, and civil rights. Combined, I hope that all of this will allow me to successfully pursue a graduate level program in Higher Education that will ultimately help me research, understand, and implement better systems of education for first, the American South, and then, next, the country.

**Senior Capstone:**

During my last semester at Hendrix, I will engage in a research project that will identify and recommend specific strategies to improve academic achievement discrepancies in the current educational setting, in Central Arkansas. This will involve a 15-page paper culminating my major with my research in order to offer some solutions to the problems I seek to truly understand. The grade will be determined jointly by my committee where they will be assessing (85%) my paper and (15%) presentation of the research. My senior capstone experience is not for course credit.

## **Proposed Coursework, 12 courses total**

**Education Cluster (6 Courses):** *These courses will be the basic coursework for an education minor at the college. I will use these classes in order to gain field experience in the classroom as well as learn about the past, present, and future educational implications for the country as it stands.*

**EDUC 110 History of Education and Effective Teaching Methods:** History of American education from colonial times to the present, with emphasis on current issues and trends in education (i.e., exceptional children, multicultural education, schools of choice). Emphasis will be placed on curriculum alignment: writing lesson objectives, effective teaching methods, and student/program assessment. Will include a field experience.

**EDUC 220 Educational Psychology:** Emphasis is placed on selected aspects of the learner, the learning process, and the learning situation, related to middle school and secondary education. Will include a field experience.

**EDUC 315 Critical Issues in Education:** This course explores the influence of cultural and social factors on education. Major themes of the course include socioeconomic status, race, religion, and gender as variables affecting education. Emphasis is placed on recent issues in education.

**EDUC 360 Inclusive Adolescent Education, 7-12:** A study of the philosophical, legal, and social foundations of an inclusive approach to adolescent education based on the belief that all children can learn. Emphasis will be placed on national standards and state frameworks for developmentally appropriate practices, curriculum, assessment, and environment. Field experience will focus on specialized teaching in the middle and high school setting.

**EDUC 435 Methods in the Secondary School:** Study of special methods of teaching secondary school social studies to students of diverse backgrounds and abilities. This course is designed to include emphasis on higher order thinking skills, instructional technology, current research, classroom climate, and micro-teaching. Study innovative and creative strategies for teaching social studies in the secondary school including content and concept development and their application in the social studies classroom. Will include a field experience.

**EDUC 400 Closing the Achievement Gap:** This course has three primary functions. First, to analyze demographic data related to the academic achievement gap in the Lower Mississippi Delta. Next, understand the social, cultural, political, and economic events that are related to closing the achievement gap. Third, to become familiar with the latest research-based instructional strategies designed to accelerate the achievement of high-poverty, low-performing students in elementary and middle schools and create policy initiatives to promote these strategies.

**History Cluster (3 courses):** *The history courses below will give perspective to civil, social, and economic issues that show influence in education for the country.*

**HIST 214-A Poverty and Welfare in America:** This class uses primary and secondary sources to examine the many ways in which Americans have understood the existence of poverty and the poor. With emphasis on the nineteenth and twentieth centuries, we investigate the roots of poverty in the American economic system, in order to examine why so many people remain poor in the richest nation on earth. We also look at the evolution and larger macroeconomic purposes of the American welfare state and use first hand accounts by poor people and antipoverty activists themselves.

**HIST 290-A African American History to 1865:** This course examines the major topics in African American history from the emergence of the ancient African Kingdoms to the Civil War. Emphasis is placed on the use of a multidimensional approach to analyze African American culture, lifestyles, and related issues. Major themes related to the African American experience in America, as well as experiences throughout antebellum society, are examined.

**HIST 295-A African American History since 1865:** This course examines the major topics in African American history from the Civil War to the end of the Civil Rights era. Emphasis is placed on the use of a multidimensional approach to analyze African American culture, lifestyles, and related issues. Major themes such as racism, assimilation, separatism, Pan-Africanism, desegregation, and civil rights are examined.

**Psychology Cluster ( 3 Courses):** *These psychology courses will allow understanding of how social cues influence interactions inside and outside of the country. Also, they will provide an understanding of the mechanisms of thought and perceptions for education and learning in general.*

**PSYC 230-B Social Psychology:** The influence of interpersonal processes on individual behavior. Methods of research, conformity, attribution, prosocial behavior, attitudes, impression management, environmental factors, and ethics in research. Small group research activities.

**PSYC 255-B Stereotyping and Prejudice:** This course examines the psychological basis of stereotyping, prejudice, and discrimination. It discusses the psychological processes at play for both those who hold stereotypes and prejudice and those who are the targets of prejudice and discrimination. It also discusses issues of stereotyping and prejudice in real world contexts, specifically focusing on race-based and gender-based stereotyping.

**PSYC 323-A Human Memory:** In depth examination of current theories and research on human memory: processes involved in encoding, storage, and retrieval of information from the past. Topics include working memory, recall and recognition, forgetting and memory distortions, memory without awareness, prospective memory, metamemory, memory disorders, and applied issues in memory (e.g., eyewitness testimony, education).

This major has been reviewed and approved by:

Dr. James Jennings, Chair	<u>Dr. James M. Jennings</u>	<u>12-6-13</u>
Dr. Lindsay Kennedy	<u>Lindsay Kennedy</u>	<u>12/9/2013</u>
Dr. Dionne Jackson	<u>Dr. Joel</u>	<u>12-9-13</u>