

200 DECISION 13 M. Martinez. Write either Yes or No in the blanks provided:

- _____ 1. Jane Elliott's Discrimination Day experiment showed that members of a group identified as superior tend to act and feel inferior.
- _____ 2. Elliott discovered that those identified as inferior tended to accept the constraint, lost confidence in themselves, could not concentrate, and suffered a measurable decline in academic performance.
- _____ 3. Two correlates of academic performance on standardized reading tests are SES and Ethnicity.
- _____ 4. According to Tozer, three different approaches to explaining inequality in society and in school performance are: 1) Deficit theory of genetic inferiority; 2) a theory of cultural deprivation also recognizable as cultural or linguistic deficit theory, and 3) a theory of cultural subordination.
- _____ 5. Deficit theories tend to resist the *Status Quo* (to leave the existing social order essentially intact), and locate the source of social inequalities in corporate economic success and failure rather than in the victims themselves.
- _____ 6. The "myth of the metals", based upon Henry Giroux's theory of technocratic rationality, states that members of the Republican Party were molded by God who mingled gold in the group, as opposed to Democrats who were molded from silver, or farmers and other craftsmen who were molded from iron and brass.
- _____ 7. Lewis Terman and Henry Garret (*Breeding Down*) supported the mixing of "the two races" based upon increased IQ scores derived from biological parents with different levels of IQ.
- _____ 8. Studies by Charles Wagley and Marvin Harris define "Hypodescent" as a condition in America whereby the child of a "high status" mother and a "low status" father is labeled "low status" by the parents of the mother.
- _____ 9. Deficit theorists (Jensen, Shockley, Hernstein) have repeatedly used the genetic, or biological, argument to rationalize the suppression of racial minorities, white males, and people from lower socioeconomic classes.
- _____ 10. Despite the encouraging results in programs like Project Head Start in the area of schooling, inequalities persist; one major problem is that cultural deficit theory takes for granted the legitimacy of the dominant culture, and does not call into question its privileged status as the cultural norm.
- _____ 11. Standardized testing procedures cannot and do not test for the competencies developed in other cultural and linguistic systems.
- _____ 12. Middle-class, African-American, Protestant culture serves as the conceptual frame of reference from which all other groups are considered.
- _____ 13. Critical theory is characterized by a willingness to call into question the whole social order and to use various viewpoints in discussing a given problem; it looks at the relationship between the child's culture and the culture of the school; when a conflict is identified it is treated not as a problem RESIDING in the student, but as a mismatch between the two cultures (e.g., Heath's study in Trackton).
- _____ 14. Cultural difference theory investigates how the experience of schooling differs for children who grow up in different cultural settings.

EDN 200 DECISION 13 (cont).

- _____ 15. John Ogbu suggests that there are three types of "minorities": 1) autonomous, 2) involuntary immigrants, and 3) castelike.
- _____ 16. For castelike minorities in America, the rules of structured inequality are well defined and fairly rigid; African Americans, Mexican Americans, Amish, Mormons, Native Americans, and Puerto Ricans are cited as examples of castelike minority groups that experience forms of institutional racism and bias not generally directed at other minority groups.
- _____ 17. Cultural subordination theory examines the social processes that lead to lower status for minority groups.
- _____ 18. In her study of five modern middle schools in New Hanover County, Jean Anyon found that schools serving executive elite children from Landfall and Wrightsville Beach were concerned more with moral issues such as Rivenbark's Bambi-Bashing critique on deer hunting and the acquisition of "basic skills" rather than a conservative view of knowledge as a store of traditional information that must be mastered.
- _____ 19. The climate of learning is important because confidence is so necessary to a person's growth, and yet so fragile during the years of childhood and adolescence; as Jane Elliott's Discrimination Day exercise demonstrated to dozens of well-off students, it takes very little to shatter that confidence and so turn a potential winner into a second-class citizen.
- _____ 20. In studies of "resistance theory", researchers found that students experiencing discriminatory practices soon retreat into a posture of resistance in which they stop working with the school and its agents.
- _____ 21. One answer to the statement: "They (the children) come to school without any language" is: "All of the thousands of languages and dialects that currently exist in the world are capable of supporting complex cognitive processes, and all can inadequately express human problems, dreams, and scientific, aesthetic, historical, philosophical, and religious impulses."
- _____ 22. BEV stands for Burgaw English Vernacular.
- _____ 23. One of three pedagogical approaches to pluralism, based upon sensitivity toward differences accepts the stigma associated with such differences and chooses instead to celebrate them.
- _____ 24. Sleeter and Grant state that the assimilationist educational approach seeks ways to preserve and celebrate distinctive cultural heritages as valuable contributions to the vitality and diversity of the wider culture.
- _____ 25. The pluralist approach seeks to obliterate cultural differences among minority groups so that those groups will have the same cultural knowledge and values as the dominant culture.
- _____ 26. The human relations approach, designed to make people feel good about themselves and each other, is criticized on the grounds that the fundamental sources of discrimination and poverty resides in human relations, not in institutional arrangements that promote inequality

EDN 200 DECISION 13 (cont)

- _____27. Treisman demonstrated that the rugged individualism of African American students--they socialized together but studied alone--worked against their academic success in college; when "study" became a "social activity" in a professional support group (an honor society having high expectations) with a tutor present, African American students succeeded.
- _____28. A review of "programs that work" reveals that in the Randolph School, the attitude is that "every child can learn, must learn, and will learn."
- _____29. One of the principles of a multicultural, reconstructionist education is an approach in which grouping practices or teaching procedures that enable only certain groups of students access to high-status knowledge or better teaching should be avoided.
- _____30. Ron Edmonds urged that we focus not primarily on the characteristics of the student, not primarily on the characteristics of the school, but on the interaction between the school and the child.
- _____31. Edmonds stated that students from all social groups are unequally capable of learning, and that the duty of the educator is to help create an environment that responds to each child's needs.
- _____32. The cultural difference theory is an approach that portrays minority subcultures as deficient, not much different from the dominant school culture, leading to a mismatch that advantages students whose home lives most closely resemble the school culture's in language, values, and nonverbal communication.