

(Original)

EDUCATION 441  
CULTURAL DIFFERENCES IN EDUCATION  
SUMMER, 1979

INSTRUCTOR: Susana Cogan  
731-1131 Local 251  
291-0946

Lectures:

Intersession

Tuesdays and Thursdays 16:30 - 20:20 p.m.  
May 8th - June 14th - MPX 9511/9512

Objectives:

- The objectives of this course are to provide students with:
1. an understanding of: culture, values, multi-culturalism, Canadian identity.
  2. abilities to teach in a cross-cultural classroom: curriculum development, use of materials, program and material evaluation; awareness about social issues related to a cross-cultural classroom.
  3. familiarity with the different ethnic groups that live in B.C.
  4. familiarity with community services available in the Lower Mainland.

Requirements:

- |                      |     |
|----------------------|-----|
| 1. Presentation      | 35% |
| 2. Group discussions |     |
| act as a leader      | 35% |
| act as a participant | 30% |

Expectations:

- I. PROJECT (worth 35% of the grade)
 

The purpose of the project is two-fold:

  - (a) to develop a familiarity with the different ethnic groups that live in B.C.

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- (b) to develop materials that will enable the student to teach about a cultural group.

To pursue these objectives each student should choose one cultural group and do:

- (a) a research on the group: (15 points)
  - homeland: location, climate, history, population, culture, language, government
  - reasons for migrating: from country of origin to Canada
  - the immigrant (or native) group in Canada and B.C.
- (b) develop materials in order to teach about the chosen cultural group: (15 points)
  - a course
  - a lesson
  - a story
  - audio-visual

The materials may be aimed at different audiences: i.e. pre-school, primary grades, high school or adults. Choose your audience before developing them.

- (c) Prepare a 15 minute presentation based on your research and the materials developed (15 points).

Due Date: the last week of classes.

Main cultural groups living in B.C.: German, Italian, Scandinavian, Greek, Chinese, Japanese, Portuguese, Indian, Pakistan, East Indians from Africa, Hungarian, Ukranian, Native Indians, French, Phillipinos, South Americans, Netherlands, Czechoslovaks, Arabs, Jews, and others. (see hand-outs on access to ethnic groups)

## II. GROUP DISCUSSIONS

The object of the group discussions is to analyze the readings for a broader understanding of the issues.

Each class member will participate in all discussions and will serve as leader in one. Discussion groups will include approximately four people per group.

Format

As discussion leader, you are responsible for:

1. Seeking out different points of view expressed in the readings.
2. Formulating discussion questions based on readings and making sure that members of the group have these at least one week before the discussion.
3. Assigning readings to discussion group members at least one week before the discussion.
4. Directing the discussion.
5. Typing up a report of the discussion, and handing it in one week after the discussion is held.

Criteria for Evaluating Report (worth 35% of the grade)

1. Clarity of writing, organization, presentation, spelling. (5 points)
2. Clarity in focussing on and highlighting issues. (The report is not a series of "book reports" or summaries but an analysis of the ways in which readings and discussions highlight issues). (10 points)

The report should not exceed eight pages and should include:

1. The questions you used to guide discussion with an explanation of why you formulated these questions. (5 points)
2. A statement of the issues, you should report not only on what happened in the discussion group but your own analysis of the issues. (5 points)
3. A statement of different points of view as expressed in the readings. Refer specifically to readings. (10 points)

As discussion participant, you are responsible for:

1. Doing readings assigned by leader.
2. Handing in one week after the discussion is held, a one-page typed account of each discussion (10 points per account) in which you describe the main issues dealt with, what you read and how it related to what others read. (Worth 30% of the grade)

Required Readings:

1. Hand-outs 1 - 6
2. Wolfgang, Aaron (ed.) The Education of Immigrant Students, O.I.S.E., Toronto, 1975.
3. Aoki, T., Dahlie, J., Whose Culture? Whose Heritage? Faculty of Education, Curriculum Center, U.B.C.
4. Troper, H., and Palmer. Issues in Cultural Diversity, O.I.S.E., Toronto.

Suggested Readings:

1. Cazden, Courtenay: Functions of Language in the Classroom, Teacher's College Press.
2. Ashworth, Mary. Immigrant Children in Canadian Schools.
3. Grant, Carl (ed): Multi-cultural Education. Association for Supervision and Curriculum Development.

Complementary Suggested Activities:

1. Visit multi-cultural areas in Vancouver.
2. Visit the museum at U.B.C.
3. Films: How to Read a Foreigner: on non-verbal language  
Steel Blues (N.F.B.); the adaptation of a Chilean immigrant to Canadian life.  
Balablok  
Augusta  
Bella-Bella
4. Talk to people who belong to an ethnic group about their experience on their arrival to Canada and/or their life in Canada.