

CULTURAL DIFFERENCES IN EDUCATION

INTERSESSION 1981

INSTRUCTOR: Dr. Anne Lloyd  
291-4344  
Bldg. 6 - Rm. 627

This course will examine the issue of multiculturalism in education from a theoretical and practical viewpoint.

Objectives**A. Theoretical Issues**

Through assigned readings, lectures, and active participation in class and group discussions, students will acquire an informed position on the cultural and structural issues affecting the process of education. Students will be expected to develop their educational theories and practices based on knowledge of the following:

1. Canadian cultural identity--the historical and present status of Canadian cultural diversity--some cross-cultural comparisons with the United States will be highlighted--inequality and public policy.
2. The history of minority cultural education in B.C.--in whose interest?--the shaping of educational policy.
3. Class, culture, and student achievement--differences vs. deficiencies.
4. The process of education--a system of interrelated variables i.e., achievement, locus of control, motivation, self esteem, expectations--differences among ethnic and racial groups.
5. Teacher and parent expectations--as significant others and their effects on various educational outcomes.
6. Prejudice and the role of the school--the nature of prejudice and strategies for change.
7. Bilingual education--educational and political concerns.
8. Community control--the role of community groups in the educational process--community service availability.

**B. Practical Issues**

Through participation in problem-solving groups and the development of individual projects, students will acquire knowledge and develop resources and materials for effectively dealing with:

1. Teaching in the multicultural classroom
2. Handling conflict and prejudice in the classroom
3. Teaching about value and cultural differences
4. Home-school communications in the culturally diverse community

Evaluation

1. An individual curriculum project
2. Context assessment
3. Family History
4. Class and Small Group Participation

Textbooks

Werner, A. et al, Whose Culture? Whose Heritage?, 1977/

Troper & Palmer, Issues in Cultural Diversity, 1976.

Ashworth, M., The Forces That Shaped Them: A History of the Education of Minority Group Children in British Columbia, 1979.

Wood, D., Multicultural Canada's Teachers' Guide to Ethnic Studies

SUPPLEMENTARY:

Banks, J., Teaching Strategies Ethnic Studies

Tiedt, P.; Tiedt, I., Multicultural Teaching

1. FAMILY HISTORY

The objective of this assignment is for students to gain knowledge about the processes of social mobility over several generations. Each student will complete a written analysis of his family history for at least 3 generations. Data for the analysis should include:

1. name of individual, date and place of birth
2. marriage (out-marry) - age at marriage
3. occupations of each adult
4. income/property (e.g. own or rent)
5. number of children
6. race
7. religion/ethnic group
8. years of schooling
9. socio-economic status
10. where they lived, number of times they changed homes, reason for moving
11. languages spoken in home
12. other description of family: noteworthy events; interviews with older members; maintenance of cultural identity

Students should conclude this essay with a statement about their own cultural identities and its relationship to their professional perspectives.

2. INDIVIDUAL CURRICULUM PROJECTS

The objectives of this project are:

1. to increase student knowledge about cultural groups, and concepts and attitudes in multicultural education
2. to develop materials and strategies to teach about cultural groups, concepts and attitudes.

Each project should include:

1. description and assessment of audience
2. rationale for content and strategy selection
3. statement of behavioural objectives
4. curriculum materials and teaching strategies

Projects should encompass at least five classroom sessions and average 10 - 15 pages

Outline Due: June 2nd

Final Project Due: June 16th

3. CONTEXT ASSESSMENT

The objective of this assignment is for students to apply their knowledge to a situation involving cultural differences in the school and community. Students will be given a situation and will be asked to:

1. define the issues involving cultural differences
2. discuss the context of the issue
3. highlight the facilitating and negating factors
4. suggest alternative strategies for resolving the issue
5. using appropriate literature and experience select a reasoned alternative

Each student will complete a written take-home essay and class discussion.

EDUCATION 441-4

CLASS SCHEDULE

- May 12th Course overview  
FILM: Starting from Nina
- May 15th Conceptualizing the Educational Process and Equality of Educational Opportunity  
Read: 1. BOARDMAN, et. al.; "VARIABLES AFFECTING THE LEARNING OF INNER CITY CHILDREN"  
2. MORIARTY & WALLERSTEIN; "STUDENT/TEACHER/LEARNER"  
3. PIKE, R.M.; EQUALITY OF EDUCATIONAL OPPORTUNITY DILEMMAS & POLICY OPTIONS"  
4. EDMONDS, Ronald E.; "SOME SCHOOLS WORK"
- May 19th Canadian Cultural Identity read:  
1. WOOD, D.; MULTICULTURAL CANADA; Chap. 1 - 2  
2. D'OYLEY, V.; "MULTICULTURALISM IN CANADIAN SOCIETY"  
3. MacGUIGAN, M.; "CONSTITUTIONAL ASPECTS OF ETHNIC IDENTITY IN CANADA"  
4. DRIEDGER, L.; "ETHNIC IDENTITY IN THE CANADIAN MOSAIC"  
FILMS: Bella Bella  
Hutterites
- May 22nd Cultural and Structural Pluralism read:  
ASHWORTH, M; THE FORCES THAT SHAPED THEM  
Panel Discussion: MOSAIC Language Workers  
Toan Hoang - Vietnamese  
Hemi Dhanoa - Indian  
Barbara Hune - Spanish & Portuguese
- May 26th Individual Cultural Identity  
Presentation Family Histories  
FILM: Fields of Endless Days
- May 29th Issues in Cultural Differences read:  
TROPER & PALMER; ISSUES IN CULTURAL DIVERSITY  
Small group presentations of Case Studies
- June 2nd Language Education read:  
1. SHAPSON, S.; "LANGUAGE POLICY AND THE EDUCATION OF MAJORITY AND MINORITY LANGUAGE STUDENTS"  
2. MORIARTY & WALLERSTEIN; "A TRIERI APPROACH TO ABE/ESL"  
Outlines of Projects Due  
Individual Appointment

- June 5th            Multicultural Curriculum read:
1. MASEMANN, V.; "MULTICULTURAL PROGRAM IN TORONTO SCHOOLS"
  2. WERNER, W.; WHOSE CULTURE? WHOSE HERITAGE?
  3. Read one of following depending on grade level  
ELEMENTARY - TIEDT, TIEDT  
INTERMEDIATE - WOOD, D.  
SECONDARY - BANKS, J.
- Report on Implementation of a Multicultural Education Program in  
the Victoria School District Curriculum Workshop:  
Joan Collins - S.F.U.  
Carol Laban - U.B.C.
- June 9th            Conflict in the Schools  
                    KEHOE, J.; "ETHNIC PREJUDICE IN THE CLASSROOM"
- FILMS: Balablack Eye of the Storm  
          Between the Worlds
- June 12th           Community Social Service  
Oral Reports on Visits to Agencies  
Guest lectures: Ms. Kitty Maracle  
                    Employment Counselor  
                    Canada Employment  
  
                    Mr. Joe Johnson  
                    Alcohol & Drug Counselor  
                    Native Court Worker
- June 16th           Student Curriculum Projects Due  
Oral Presentations  
Distribution of Context Assessment Questions
- June 19th           Conclusion Oral Presentations  
Context Assessments Due