

**Education 441 - 4: Multicultural Education****Fall 1995          Instructor: Carmen Rodriguez          Location: Terrace****Prerequisites: ?****Meeting dates:****Sep.    8 - 9  
         22 - 23****Oct.    6 - 7  
         20 - 21****Nov.    3 - 4  
         17 - 18****Meeting times:****Fridays    : 4:30 p.m. - 7:30 p.m.****Saturdays: 9:00 a.m. - 2:30 p.m.**  
-----**Description:**

Education 441 is a course for educators and others interested in developing positive ways of working in multicultural communities. A variety of activities and resources will be used to arrive at an understanding of the challenges posed by an intercultural and anti-racist education.

**Objectives:**

1. Develop an understanding of the meaning of multicultural/intercultural/ anti-racist education.
2. Become familiar with issues in multicultural/ intercultural/ anti-racist education and develop strategies for analyzing origins and conflicts.
3. Learn about the importance of cultural and racial background in shaping self-concept.
4. Identify techniques for learning about a culture other than your own.
5. Understand the negative impact of prejudice, discrimination and stereotyping. Identify strategies to combat them.
6. Evaluate curriculum material for stereotyping and bias.
7. Become familiar with appropriate resources.
8. Begin defining your own attitudes, feelings and values about cultural diversity.

**Assignment and Requirements:**

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| 1. Attendance and class participation                                  | 15% |
| 2. Interview with someone from cultural background other than your own | 25% |

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| 3. Assignments | 30% |
| 4. Final paper | 30% |

**Textbooks:**

**Required:** Nieto, Sonia. *Affirming Diversity: the Sociopolitical Context of Multicultural Education*, Longman, 1992.

**Recommended:** Tiedt, P. and Tiedt, J. *Multicultural Teaching*, Allyn and Bacon.

## EDUCATION 441-4 MULTICULTURAL EDUCATION

This course includes sections on the social and psychological dimensions of multiculturalism, curriculum development in multicultural education, and specific issues (First Nations education, community control, parental choice and second language programs). It is of interest to those concerned with the history and current status of minority ethnic groups in Canada, and either preparing to be a teacher or already teaching.

This course is organized into four sections:

- I The Social Dimensions of Multicultural Education
- II The Psychological Dimensions of Multicultural Education
- III Curriculum Development for Multicultural Education
- IV Controversies in Multicultural Education
  - a. First Nations Education
  - b. Community Control - Parental Choice
  - c. Second Language Programs: Educational and Social Concerns
  - d. Trends in Multicultural Education.

**PREREQUISITE:** 60 credit hours.

**Note:** This course requires students to do a unit planning assignment. Individuals who have no previous teaching experience must consult with the course supervisor to determine whether it is advisable for them to register for this course.

### REQUIRED TEXTS:

Barman, Jean, Hebert, Yvonne, & McCaskill, Don (eds.). *Indian Education in Canada, Vol. 2: The Challenge*. University of British Columbia Press, 1994.

### For students preparing Elementary curriculum:

Grant, C.A. & Sleeter, C.E. *Turning on Learning: Five Approaches for Multicultural Teaching*, 1989

Tiedt, Iris M. & Pamela L. Tiedt. *Multicultural Teaching* (4th ed.). Allyn & Bacon Inc., 1995.

### COURSE REQUIREMENTS:

Assignment 1	Interview with someone from another culture	25 points
Assignment 2	Analyzing Value Conflicts	30 points
Assignment 3	Curriculum: Content, Skills, Attitudes, OR Behavioral Objectives, Rationale	45 points
Assignment 4	Major Essay: Comparing Controversies	45 points

07/11/95

COURSE INSTRUCTOR RESERVES THE RIGHT TO MAKE CHANGES WITHOUT NOTICE.