

COURSE OUTLINE: EDUCATION 441: CULTURAL DIFFERENCES IN EDUCATION

Spring 1977

Wednesday 4:30 - 8:30 p.m.

Dr. June Wyatt

PDC Building #3

Description

The course will focus on three interrelated concerns:

- i. strategies for teaching in a cross-cultural setting
- ii. use of curriculum materials for teaching about cultural differences
- iii. social issues which are central to considerations of how to teach and what to teach.

i and ii will be dealt with in a workshop setting during class; various exercises and materials will be used.

iii will be done through small group discussions.

Expectations

I. Independent Project - 32 points

You may either

- a) develop curriculum materials of your own and/or modify existing ones.
- b) work and observe in a classroom situation with children from more than one cultural or linguistic background and prepare a written account of what you learned from this experience. Presentation could be in the form of a case study of one child.
- c) work and observe in an agency that provides social services to immigrant families and prepare a written account of what you learned in this situation.
- d) develop a community based learning program designed to meet the needs and interests of a multi-cultural classroom.
- e) suggest another option.

II. Group Discussions

Each class member will participate in all discussions and will serve as a leader in one. Discussion groups will be kept small - approximately 5 people per group. The list of topics is listed under C. (below)

Format

- A. 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. Writing up a report on the discussion

Criteria for Evaluating Report (worth 32 points)

1. Clarity of writing, organization, presentation.
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).

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.
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.
3. A statement of different points of view as expressed in the readings. Refer specifically to readings.

- B. As discussion participant you are responsible for:
1. Doing readings assigned by leader.
 2. Handing in a two to three page written account of each discussion (6 points per account) in which you describe the main issues dealt with, what you read and how it related to what others read. Total 36 points.

C. The Social-Psychological Context of Cross Cultural Education

The following issues will serve as foci for discussion.

1. Cultural Differences in the Canadian scene - melting pot or mosaic?
2. Values Education what roles does it/should it have in teaching about cultural differences.
- 3A. Social Class and School Achievement are social class variations in language and life style differences or deficiencies?
- 3B. Teacher Expectations what is their affect on student achievement?
4. Native Indian Education - social, cultural and linguistic differences; how do they affect school achievement?
5. Bilingual Education educational and political concerns.
6. Local Control/Community Schools - What educational roles are possible for community groups?

Packages of readings which can be used to get started will be on reserve. Additional materials are available in course texts and books on reserve.

III. Self Evaluation of your grade will be based on your own assessment (Submitted in writing) of your work in each of the above areas.

B O O K S

In the Bookstore:

Cazden, C. Functions of Language in the Classroom.

Dunfee, M. Teaching for Social Values in Social Studies.
- curriculum.

Harvard Education Review, Reprint Series - #5 Challenging the Myths

Kleinfeld Effective Teachers of Indian and Eskimo High School Students

In the Library:

Curriculum

*Banks, J. Teaching Ethnic Studies.

Banks and Joyce. Teaching Social Studies to Culturally Different Children.
Teaching Language Arts to Culturally Different Children.

*Alberta Elementary Social Studies Handbook: Experiences in Decision Making.

Raths, Harmin, Simon. Values and Teaching.

*Shaftel, Fanny and George. Role Playing for Social Values.

Taba, Hilda. *Teaching Strategies for the Culturally Disadvantaged.
A Teachers' Handbook for Elementary Social Studies.
Curriculum Development: Theory and Practice.

General:

Ashworth, Marty	Immigrant Children and Canadian Schools
Good and Brophy	Looking in Classrooms.
Martell, G.	Politics of the Canadian Public School
Palmer, Howard, ed.	Immigration and The Rise of Multiculturalism
Rosenthal.	Pygmalion in the Classroom.
Ryan, T.	Poverty and the Child: A Canadian Study.
Hodgetts.	What Culture, What Heritage?
Krauter, Joseph	The Other Canadians: profiles of six minorities.
Minghi, Julian.	Peoples of the Living Land (studies of ethnic groups in B.C.)
Lambert, W.E.	Bilingual Education: The St. Lambert Experiment
Swain, M.	Bilingual Schooling: Some Experiences in Canada and the U.S.

Journals

Canadian Ethnic Studies

Vol. VII No.1, 1975

Special Issue: The Green Paper on Immigration

Vol. VIII No.1, 1976

Special Issue: Education and Ethnicity

COURSE CALENDAR

EDUCATION 441

Spring 1977

- I. January 12
Class mechanics, classroom strategies
Vancouver multi-cultural resources field trip.
- II. January 19
Guest resource persons: The Multicultural Resource Team
- III. January 26
Report back on field exercise
Discussion: Melting Pot or Mosaic
Film: This is a Photograph
- IV. February 2
Field Trip: Social Service agency to be announced
- V. February 9
Field trip follow up
Classroom strategies: Diplomat simulation
Social Studies materials
Video Tape: How to Read a Foreigner
- VI. February 16
Discussion: Values/Moral Education
Films: Bill Cosby on Prejudice, Balablok
- VII. February 23
Discussion: Social Class and School Achievement or Teacher Expectations
Film: Eye of the Storm
- VIII. March 1
Discussion: Indian Education
Film: Bella Bella

IX. March 8

Discussion: Bilingualism
Resource Person :

X. March 15

Open to class decision
(Film: Enemy Alien)

XI. March 22

Discussion: Local Control
Guest Resource person - community schools

XII. March 29

Discussion: Canadian Cultural Materials
Cross Cultural Simulation
Film: Hutterites

XIII April 5

Course Evaluation
Sharing projects

*indicates that material is available in booksto

READINGS

1. Melting Pot or Mosaic?

New Canadianism	Loren Lind
Indian Schools for Indian Children	Alex Sim
The Cultural Contributions of Other Ethnic Groups	Royal Commission
Indian Immigration and Racial Prejudice	Kermal Singh Sandhu
Social Change and Problems of Education in Canada	John Porter
Hutterites	Hostetler
Eight Newspaper articles	de Villiers, Smith, Peterson, Chandi, Sarti, Ahrnopoulos, Calgary Herald, Suzuki, Braddock, Lifestyles.

II. Values Education/Moral Education

Face of Fear: Racism in Canada	Marq de Villiers
Fear and Loathing in the Canadian Mosaic	Collins, Doug
Children of Protest (Doukhobors)	Cameron
"East Indian term arouses Critics"	Wynq Chow
Prejudice and the Immigrant Child	David Milner
"Flannel-mouthed Bigots"	Calgary Herald
"Another Perspective"	David Suzuki

All of the above are in folder on Melting Pot or Mosaic

Moral Education	Phi Delta Kappan
Values and Teaching	Raths, Harmin & Simon
The Child as Moral Philosopher	Kohlberg
Role Playing for Social Values	Shaftel
Intergroup Education	Grambs
Teaching for Social Values in Social Studies*	Dunfee

III.A Social Class and School Achievement

Early Childhood Intervention (HER)*	Baratz
Deficit, Difference and BiCultural Models (HER)*	Valentine
Some Performances and Prospects	Frederick Williams
Canadian Intervention Programs	Rvan
School Performance and Social Class	Ryan
What Children Can Do	Kagan
Cultural Deprivation: Euphemism and Essence	Das
Teaching Disadvantaged Children in the Pre-School Chapter 1 and 2	Bereiter

- A Successful Compensatory Educational Model
A Critique of Compensatory Education
Stenner
Bernstein
- III.B Teacher Expectations
- Teacher Expectations
Student Social Class and Teacher Expectations in Harvard Education Review*
Pygmalion in the Classroom (on reserve)
(preface Chapter 1, 5, 12).
Effective Teachers of Indian and Eskimo*
High School Students
Good and Brophy
Rist
Rosenthal & Jacobson
Kleinfeld
- IV. Native Indian Education
- Functions of Language in the Classroom*
Canadian Indians
Culture and the American Indian Community
Orientation Class
Articles by Boggs, John,
DuMont and Phillips
Lane
Rosenthal
King
- V. Bilingual Education
- Research in Bilingual Education
Ethnicity and School Adjustment
Perspectives on Bilingual Education in Canada
"Why the Bilingual Education ..."
Toronto Trustees Urge Bilingual Instruction
Use of Chinese language in schools urged
Horner
King
McNamara
Cranston
Sallot
Vancouver Sun
- VI. Local Control
- The Case for Community Control of the Schools
What Rough Rock Demonstrates
Community Schools
Indian Control of Indian Education
Training Teachers for Inner City Schools (HER)
Loren Lind
Erickson and Schwartz
Stevens
Cuban
- VII. Canadian Cultural Identity
- The Gross National Ignorance
What Culture What Heritage
From Pilgrims Progress to Sesame Street
Canadian Literature: The Necessary Revolution
Canadian History in Public Schools
Hurtig
Hodgetts
Repo
Mathews
Dewar