

1977

Education 441  
Cultural Differences in Education

Instructor: Dr. T. R. Morris  
Course Description

COURSE OBJECTIVES

1. To explore the impact of such cultural factors as race, sex, language, ethnicity and social class on the process of education.
2. To describe and analyse the effects on inter-group relations and education of such phenomena as prejudice, racism, discrimination, stereotyping, assimilation, valuing and selective perception.
3. To develop frameworks and observational techniques through which to enhance understanding of the cultural context of schooling.
4. To examine various approaches to the improvement of inter-cultural communication within schools and other educational settings.
5. To investigate alternative approaches to the development of culturally sensitive curriculum.
6. To assess the relationship between decision-making in education and such social issues as multi-culturalism, bilingualism, inequality, minority group rights and community control of schools.

COURSE TOPICS

- I The Concept of Culture and Its Relationship To Education
- II Problems in Defining and Interpreting Cultural Differences.
- III The Family as an Educational Context: Change and Possibility For Growth.
- IV Ethnicity and Education
  - (a) Ethnic Identity and Schooling
  - (b) Ethnic Values and School Values
  - (c) Ethnic Differences and Educational Policy
  - (d) Approaches to Ethnic Studies In the Curriculum
  - (e) Education and Immigration
- V Social Class and Educational Success
  - (a) Family Background and Educational Success
  - (b) The Structure of Inequality in Education
  - (c) Social class, Language Codes and Learning Style

Other Cultural Factors to be Discussed: sex role stereotyping and racism.

VI Education and The Dynamics of Inter-Group Relations

- (a) Historical Factors: The Canadian Case: Immigration Policy and Assimilation.
- (b) Psychological Factors: Prejudice, stereotyping, conformity, selective perception, valuing, labelling.
- (c) Socio-cultural factors: status threat, urbanization marginalization, enculturation, social distance.
- (d) Inter-Group Relations: An Ecological Approach

VII Examining School Culture

- (a) Values and the Hidden Curriculum
- (b) Ethnographic Techniques for observing school settings.
- (c) De-Coding the Cultural Environment of Schools.
- (d) School Culture and the Problem of Educational Change.

VIII Inter-Cultural Communication

- (a) Culture-General and Cultural Specific Models
- (b) Inter-Cultural Communication Models: Imersion, Culture shock, rational, simulation, case study, sensitivity roles as cultures, contrast-Canadian, exchanges.
- (c) Designing Inter-Cultural Communication Programs For Students and Teachers.

IX Alternative Approaches to the Development of Culturally Sensitive Curriculum

- (a) Culture Selection
- (b) Cultural Futures
- (c) Value-Centered Models
- (d) Affective Education
- (e) Conflict Models
- (f) Experiential Models
- (g) Attitudinal Change Strategies
- (h) Political Education
- (i) Group Histories, etc.

X Cultural Issues, Social Policy and Canadian Education

COURSE FORMAT

The course material will be dealt with in four ways: presentations by the instructor, workshops, student seminars and field observations.

## STUDENT EVALUATION

### (1) Seminar

Each student, working in a group of three, will plan, develop and present a seminar to the class. The seminar will focus on the educational applications of the concepts, theories and models discussed in class. A suggested list of topics will be provided by the instructor.

### (2) Project

Students will have an option to undertake one of the following:

- (1) Design and conduct an ethnography within an educational setting involving more than one identifiable cultural group.
- (2) Describe and analyse the status of policy related to a selected cultural or social issue.
- (3) Develop a curriculum framework through which to improve cross-cultural awareness and understanding.
- (4) Review research which relates to the impact of cultural factors on school performance.
- (5) Participate and report on a program or institution which has, among its goals, the improvement of cross cultural understanding or reduction of social and economic inequities.

### (3) Take-Home Exam

#### BOOKS

Jerry Rose, Peoples: The Ethnic Dimension In Human Relations (Rand-McNally, 1976) paperback (required).

Elliot Aronson, The Social Animal (San Fransisco, W.H. Freeman & Co. 1976) second edition, paperback, (required)

A. Wolfgang, The Education of Immigrant Students (OISE, 1976) paperback (required)

Edward T. Hall, Beyond Culture, (NY, Doubleday, 1977) pb.

Additional articles and a bibliography will be available at the outset of the course.