

EDUCATION 441-4

CULTURAL DIFFERENCES IN EDUCATION

REGULAR SESSION 1980

Monday, 10:30 - 12:30 and Thursday, 9:30 - 11:30

INSTRUCTOR: Dr. Anne Lloyd

SUMMER SESSION 1980

Tuesday and Thursday, 4:30 - 8:30

This course will examine the issue of multiculturalism in education from both 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 active participation in problem-solving groups and class workshops and the development of individual projects, students will

SMALL GROUP DISCUSSIONS (20%)

Each class member will participate in all discussions and will serve as a leader in one. Discussion topics appear on the class calendar. Each will complete a report on the discussion he led. Reports should average 4 pages.

1. As discussion leader you are responsible for:
 - a) Seeking out different points of view in the reading
 - b) Directing the discussion
 - c) Writing up a short report on the discussion

2. Your report will be evaluated in terms of:
 - a) Clarity of writing, organization, presentation
 - b) Clarity in focussing on the issues (the report should not be a summary book report)
 - c) The questions you used to guide the discussion with an explanation of why you formulated these questions

INDIVIDUAL CURRICULUM PROJECTS (40%)

The objectives of these projects are (1) to increase knowledge about different cultural groups that live in British Columbia and (2) to develop materials to teach about a group. Each student will choose one cultural group and complete:

1. A background analysis on the group--homeland, location, climate, history, population, culture, language, government
---reasons for migrating to Canada
---the immigrant or native group in Canada and B.C.; social mobility, education...

2. Develop materials to teach about the cultural group
---a course
---several lessons
---audiovisual

The materials can be aimed at different audiences--preschool, primary, secondary, adult. Each report should contain a statement about the value of understanding cultural differences. Reports should average around 10 pages.

Date Due: July 24

FAMILY HISTORY (5%)

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 family history for at least 3 generations which will 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 (ex. own or rent)
5. number children

6. race
7. religion/ethnic group
8. years of schooling
9. SES
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

CONTEXT ASSESSMENT (25%)

This objective of this final assignment is for students to apply their knowledge to situations involving cultural differences in the schools and community. Students will be given several situations and will be asked to:

1. define the issue 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 optimal alternative

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

Reserve List:

General

- | | |
|---------------------|---|
| Palmer, Howard | Immigration and the Rise of multiculturalism |
| Ryan, T. | Poverty and the Child: A Canadian Study |
| Krauter, J. | The Other Canadians: Profiles of Six Minorities |
| Minghi, Julian | Peoples of the Living Land (studies of ethnic groups in B.C.) |
| Swain, M. | Bilingual Schooling: Some Experiences In Canada and the U.S. |
| Ontario Association | for Curriculum Development Conference on Multiculturalism in Education, 1973. |

Journals

- | | |
|--------------------------------|--|
| <u>Canadian Ethnic Studies</u> | Special Issue Education and Ethnicity Vol. VIII No. 1. 1976. |
| <u>TESL Talk</u> | Vol. 10, No. 3 Summer 1979 Immigration and Multiculturalism |

Curriculum

- | | |
|---------------|---|
| Banks, J. | <u>Teaching Ethnic Studies</u> |
| Banks & Joyce | <u>Teaching Social Studies to Culturally Different Children</u> |
| Taba, H. | <u>Strategies for the Culturally Disadvantaged</u> |

Education 441
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Summer, 1980

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B. Practical Issues

Through active participation in problem-solving groups and class workshops 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

Requirements

1. An individual curriculum project - 40%
2. Summary context assessment - 25%
3. Participant (as leader & participant) in small groups (one short written analysis) - 20%
4. Class participation - 10%

5. *Family History* 5%

Books Ordered For the Bookstore

Wolfgang, A.(editor) Education of Immigrant Students 1975

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

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