

DAY

EDUCATION 441-4

Multicultural Education

SPRING SEMESTER 1995

C. Perkins

PREREQUISITE: 60 hours of credit.

DESCRIPTION:

Multicultural education can be defined as:

"an education in which cultural diversity is seen and used as a valuable resource to enrich the lives of all, and in which every child has the chance to benefit from the cultural heritage of others, as well as his or her own."

This definition is the foundation of this course which is open to educators (student teachers, teachers, administrators and counsellors) who want to develop positive ways of working in multicultural communities. Role play, group discussion, case study, audiovisual and curriculum materials will be used to assist participants to develop definitions of their professional roles in a multicultural community, and activities and programs which will promote positive intercultural education.

OBJECTIVES:

1. Develop an understanding of the meaning of culture and multicultural education.
2. Become familiar with multicultural resources (films, books, etc.)
3. Evaluate curriculum materials for stereotyping and bias.
4. Learn about the importance of cultural and racial background in shaping self-concept.
5. Identify techniques for learning about a culture other than your own.
6. Understand the negative impact of prejudice, discrimination and stereotyping and ways of combating these with positive programs and problem solving strategies.
7. Begin defining your own attitudes, feelings, and values about cultural diversity.
8. Become familiar through use of newspaper and media resources with issues in multicultural education and develop strategies for analyzing origins of conflict.

THEMES: OVERVIEW OF MULTICULTURAL EDUCATION

These broadly define the major dimensions of multicultural education. In this course some reference will be made to each. The course calendar will specify weekly topics which are related to these themes.

PLEASE TURN OVER

- I. Awareness of and Sensitivity to One's Own and Others' Cultural Background (Personal Exchange).
Concepts: identity, ethnic identity, self-concept, multiculturalism
- II. Knowledge of Other Cultures. (History, Religion, Art, Celebrations, Music, Dance, Play, School, Work, Community, Sex Roles)
- III. Knowledge of Cultures in Contact
Concepts: acculturation, assimilation, integration, segregation, separation, "culture shock" immigration
- IV. Curriculum and Program Planning/Developing Positive Multicultural Educational Activities and Programs
 - Evaluating materials for stereotyping and bias
 - Access to multicultural curriculum
 - Integrating multicultural experience and resources into the "mainstream" curriculum, e.g., Art, Social Studies
 - Building positive attitudes through educational programs
- V. Handling Conflict
- VI. The Social Context/Institutional Setting & Contemporary Issues

ASSIGNMENTS AND REQUIREMENTS:

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| 1. Attendance and class participation are required..... | 15% |
| 2. Interview with someone from cultural background other than your own (including written report)..... | 25% |
| 3. Problem solving tasks..... | 25% |
| 4. Analysis of a contemporary issue or Curriculum Assignment | 35% |

BOOKS

Do not purchase any books until you have attended the first class.

REQUIRED:

Allan, A. B. and J. Nairne. *Class Discussions For Teachers & Counsellors in Elementary Schools.*

RECOMMENDED:

D'Oyley, Vincent, & Stan Shapson. *Innovative Multicultural Teaching.*

Grant, Carl A., & Christine E. Sleeter. *Turning on Learning: Five Approaches for Multicultural Teaching, Plans for Race, Class, Gender, and Disability.*

Griffin, Kevin. *Vancouver's many faces.* Whitecap 1993.

Nieto, Sonia. *Affirming Diversity.* Longman Publishing. 0-8013-05-29-2.

Samuda, Ronald J., & Shui L. Kong. *Multicultural Education: Programmes and Methods.*

Shapson, Stan, & Vincent D'Oyley. *Bilingual and Multicultural Education: Canadian Perspectives.*