

EDUCATION 441

CULTURAL DIFFERENCES IN EDUCATION

SUMMER 1978

Instructor: Susana Cogan

291-0946

Office- Rm. 406.

Lectures:

Intersession

Tuesday and Friday 8:30 - 12:30  
May 8th - June 16th - AQ 5036

Summer Session

Tuesday and Thursday, 16:30 - 20:20  
July 4th - August 11th - AQ 5027

Objectives:

The objectives of this course are to provide students with:

1. an understanding of:  
culture, values, multi culturalism, Canadian identity.
2. abilities to teach in a cross-cultural classroom: curriculum development, use of materials, program and material evaluation; awareness about social issues related to a cross-cultural classroom.
3. familiarity with the different ethnic groups that live in B.C.
4. familiarity with community services available in the lower mainland.

Requirements:

- |                      |     |
|----------------------|-----|
| 1. Presentation      | 35% |
| 2. Group discussions |     |
| act as a leader      | 35% |
| act as a participant | 30% |

SC:ca

COURSE OUTLINE : EDUC.441 : CULTURAL DIFFERENCES IN EDUCATION

Summer Semester 1978

Monday 10:30 - 12:30

May 8 - August 3

Thursday 9:30 - 11:30

Description

The course will focus on three interrelated concerns:

1. Strategies for teaching in a bi or multi cultural classroom (with attention to handling conflict).
2. Use and development of curriculum materials for teaching about cultural similarities and differences.
3. Social, economic and political issues which pertain to methods, content and administration of multicultural education programs.

Implementation

1 and 2 will be dealt with in a workshop setting during class and through student projects.

3 will be done through: small group discussions.

Expectations

- I. Independent Project - 38 points
  - 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 for one child and his/her family.
  - 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. Presentation could be in the form of a case study of a family.
  - d) develop a community based learning program designed to meet the needs and interests of a multi-cultural classroom.
  - e) suggest another option.

Oral presentations of projects will be held during the last week and a half of class.

## 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. This 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 to be handed in one week after the discussion

### Criteria for Evaluating Report (worth 38 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 page outline 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 24 points. Papers will reserve grades of 0,3, or 6. For example a thorough outline which made no reference to readings would receive a 3. These are due one week after the discussion.

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. Social Class and School Achievement/Teacher Expectations - are social class variations in language and life style differences or deficiencies? What is the effect of teacher expectations on student achievement?
3. Native Indian Education - social, cultural and linguistic differences; how do they affect school achievement?
4. Local Control/Community Schools - What educational roles are possible for community groups?
5. Bilingual Education - educational and political concerns.
6. Canadian Identity - What is it? How is it represented (misrepresented) in curriculum?

BOOKS

In the Library:

Curriculum

- |   |  |
|---|--|
| Banks, J.                                   | Teaching Ethnic Studies  |
| Banks & Joyce                               | Teaching Social Studies to Culturally Different Children<br>Teaching Language Arts to Culturally Different Children  |
| Alberta Elementary Social Studies Handbook: | Experiences in Decision Making   |
| Raths, Harmin, Simon.                       | <u>Values and Teaching</u>   |
| Shaftel, Fanny and George.                  | <u>Role Playing for Social Values.</u>   |
| Taba, Hilda.                                | <u>Teaching Strategies for the Culturally Disadvantaged.</u><br><u>A Teachers' Handbook for Elementary Social Studies.</u><br><u>Curriculum Development: Theory and Practice</u> |

BOOKS (ORDERED FOR THE BOOKSTORE)

Ashworth, Mary Immigrant Children In Canadian Schools.

Aoki, T. & Dahlie, J. Whose Culture? Whose Heritage? UBC Faculty of Ed.

Cazden, C. Functions of Language In The Classroom.  
Teachers College Press.

Martell, George. Politics of The Canadian Public School.

Troper & Palmer Issues In Cultural Diversity, Ontario Institute For  
Studies In Education, 1976.

Wolfgang , Aaron The Education Of Immigrant Students, OISE, 1976.

General:

Palmer, Howard, ed.

Rosenthal

Ryan, T.

Hodgetts

Krauter, Joseph

Minghi, Julian

Lambert, W.E.

Swain, M.

Immigration and The Rise of Multiculturalism

Pygmalion in the Classroom

Poverty and the Child: A Canadian Study

What Culture, What Heritage?

The Other Canadians: profiles of six minorities.

Peoples of the Living Land (studies of ethnic  
groups in B.C.)

Bilingual Education: The St. Lambert Experiment

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.

READINGSI. Melting Pot or Mosaic?

New Canadianism

Loren Lind

Indian Schools for

Indian Children

Alex Sim

The Cultural Contri-  
butions of Other Ethnic  
Groups

Royal Commission

Indian Immigration and

Racial Prejudice

Kermal Singh Sandhu

Social Change and Problems  
Of Education in Canada  
Hutterites  
Eight Newspaper articles

Face of Fear: Racism in Canada  
Fear and Loathing in the  
Canadian Mosaic  
Children of Protest (Doukhobors)  
"East Indian term arouses  
Critics"  
Prejudice and the Immigrant  
Child  
"Flannel-mouthed Bigots"  
"Another Perspective"

John Porter  
Hostetler  
de Villiers, Smith, Peterson, Chandi,  
Sarti, Ahrnopoulos, Calgary Herald,  
Suzuki, Braddock, Lifestyles.  
Marq de Villiers

Collins, Doug  
Cameron

Wyng Chow

David Milner  
Calgary Herald  
David Suzuki

## II. Social Class and School Achievement

Early Childhood Intervention (HER)  
Deficit, Difference and Bi-  
Cultural Models (HER)  
Some Performances and Prospects  
Canadian Intervention Programs  
School Performance and  
Social Class  
What Children Can Do  
Cultural Deprivation: Euphemism  
and Essence  
Teaching Disadvantaged  
Children in the Pre-School  
Chapter 1 and 2  
A Successful Compensatory  
Educational Model  
A Critique of Compensatory  
Education

Baratz  
Valentine  
Frederick Williams  
Ryan

Ryan  
Kagan

Das

Bereiter

Stenner

Bernstein

### Teacher Expectations

Teacher Expectations  
Student Social Class and Teacher  
Expectations in Harvard  
Education in 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

## III. Native Indian Education

Functions of Language in the  
Classroom

Articles by Boggs, John, DuMont  
and Phillips.

Canadian Indians  
 Culture and the American Indian  
 Community  
 Orientation Class

Lane  
 Rosenthal  
 King

IV. 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

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. 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

COURSE CALENDAR - EDUCATION 441

Summer 1978

- I. Monday, May 8, Thursday, May 11  
 Class mechanics, introduction of members, scope of the course.  
 Vancouver multi-cultural resources Field trip.
- II. Monday, May 15, Thursday, May 18  
 Some practical concerns: cultural and racial conflict in the classroom.  
 Planning curriculum. Films: Eye of the Storm. Balablok.
- III. Monday, May 22, (Holiday), Thursday May 25.  
 Report back on field trip.  
 Discussion: Melting pot or Mosaic. Film: Between two Worlds.
- IV. Monday, May 29, Thursday, June 1  
 Field Trip: Social Service Agency to be announced.  
 Examples of Curriculum.
- V. Monday, June 5, Thursday, June 8  
 Field Trip follow-up.  
 Video: How to Read a Foreigner.  
 Discussion: Social Class/Teacher Expectations.
- VI. Monday, June 12, Thursday, June 15.  
 Discussion: Indian Education  
 Film: Bella Bella & Augusta
- VII. Monday, June 19, Thursday, June 22  
 Discussion: Local Control  
 Film: Hutterites.
- VIII. Monday, June 26, Thursday, June 29  
 Open
- IX. Monday, July 3, Thursday, July 6  
 Discussion: Bilingualism
- X. Monday, July 10, Thursday, July 13  
 Discussion: Canadian Cultural Materials



XI. Monday, July 11, Thursday, July 20

Open

XII. Monday, July 24, Thursday, July 27

Projects

XIII. Monday, August 1, Thursday, August 3

Projects