

EDUCATION 441

CULTURAL DIFFERENCES IN EDUCATION

SPRING, 1980

INSTRUCTOR: Rita Chudnovsky
MPX 8627

January 17th - April 10th, 1980
Thursdays from 4:30 to 8:30 p.m.

This course will examine the topic of multiculturalism in education from both a theoretical and practical viewpoint.

OBJECTIVES

1. Practical Issues

Through active participation in problem-solving groups and class workshops and lectures, students will implement effective strategies and use or develop resources and materials for dealing with:

- i. teaching in the multicultural classroom
- ii. teaching about cultural differences
- iii. home - school communications in the culturally diverse community
- iv. community services and organizations working for and with cultural groups

2. Theoretical Issues

Through assigned readings and active participation in class sessions, students will develop informed opinions on the significant issues affecting the function of education in a multicultural society. Students will be expected to base educational decisions on defensible theories concerning:

- i. Canadian Cultural Identity - the historical and present status of Canadian multiculturalism
- ii. The history of minority culture education in B.C. - in whose interests?
- iii. Values: does/should education be teaching the value of assimilation, cultural presentation, or neither?
- iv. Class, culture, and student achievement - are class variations differences or deficiencies?
- v. Teacher expectations - what is their effect on student achievement.
- vi. Bilingual education - educational and political concerns.
- vii. Community control - what educational and political roles should community/cultural groups play?

REQUIREMENTS

Students will be graded on:

- 1) an individual project
- 2) participation (as leader and participant) in a small group
- 3) general classroom participation

READINGS

Available at the bookstore.

AOKI, T., DAHLIE, J.; Whose Culture? Whose Heritage? Faculty of Education,
Curriculum Centre, University of British Columbia

ASHWORTH, M; The Forces Which Shaped Them - A History of Education of Minority
Groups, Children in B.C., New Star Books, 1979

✓ TROPER, H., PALMER, L.; Issues in Culture Diversity, O.I.S.E.

✓ WOLFGANG, A. (ed.); The Education of Immigrant Students, O.I.S.E., 1975

Further readings will be assigned in class. These will be on reserve or will be xeroxed hand-outs.

ASSIGNMENTS

1. Group Work

Each student will participate in an on-going small group which will focus on one of the practical issues listed in the course outline. Students will be grouped according to their stated interests. New topics can be added based on student interests (eg. native education, second language training, etc.)

There are two projects associated with these groups.

A. Program Development Project

45 points

Each student in the group will prepare a written report on the implementation of one educational program which addresses the group topic. The programs can be directed at students of any grade level, teachers and/or administrators, or parents and/or the community. Students are encouraged to choose a particular focus (grade level, subject area, target cultural group, etc.) which meets their daily practical needs.

The report should be organized as follows:

- a) The rationale for and objectives of the program - 10 pts.
 - state the general purpose of the program
 - identify the target group, its characteristics and needs
 - discuss programs presently offered
 - state long and short-term objectives
- b) Description of the program - 15 points
 - describe the program model
 - indicate amount of time for program, staffing, etc.
 - * - discuss curriculum materials and classroom strategies to be used in the program.
- c) Review of related literature - 10 points
 - seek different points of view in literature (in favour and against proposed program)
 - indicate what points are being used to justify the program
 - provide a reference list for the articles cited
- d) Social/political context of implementing the program 10 pts.
 - discuss the social/political issues and interests which are related to the implementation of the program (eg. community reacting teacher attitude, funding, etc.)

Students wishing to work jointly on a project should put forward a proposal covering:

- scope of the project
- assignment of grades

B. Group Presentation to Class

15 points
(to be assigned to all
group members)

Each group is responsible for providing the class with an overview of the topic they have studied. Class presentation(s) will be made by each group and can cover topics such as:

- a) the major issues connected with the group topic
- b) some of the common problems associated with the issue
- c) some of the present programs operating in this area
- d) references, curriculum material, and resources available
- e) a look at the projects done in the group

The last two-four class sessions will be used for these presentations. Groups are encouraged to coordinate the work done on their program development projects and their classroom presentations.

2. Discussion of a theoretical issue

30 points

Each student will prepare a written report which discusses one of the theoretical issues listed in the course outline. The report should include:

- a discussion of related readings which highlight different points of view (not necessarily those assigned in class).
- your analysis of the issues addressed in these readings.
- a look at the educational implications of your analysis.

The report should be 5-10 pages in length. It will be evaluated for clarity of writing and in focusing on the issues. The report is due one week after the issue is discussed in class (see course schedule). By Session 3, January 31st, students will be expected to commit themselves to a topic and a completion date.

3. Class participation

10 points

Students will be evaluated on the basis of:

- preparation for each class session
- contributions made to class discussions (quality, not quantity)
- participation in on-going and adhoc small group activities.

COURSE SCHEDULE

EDUCATION 441
SPRING SEMESTER, 1980
THURSDAY: 4:30 - 8:30 p.m.
JANUARY 17th - APRIL 10th, 1980
MPX 8627

Each class session will include:

- a presentation on and discussion of one of the theoretical issues. (and some of the more specific practical concerns) - a full group session
- a look at some curriculum materials and time spent assessing these
- small-group work

The following schedule outlines the topics which will be addressed in the full group sessions.

JANUARY 17th	INTRODUCTION
JANUARY 24th	Canadian Cultural Identity - an historical look at the cultural composition of Canadian society Preparation: Class Handout #1
JANUARY 31st	A Look at Present Day Multiculturalisms Policy and Reality Preparation: Class Handout #1
FEBRUARY 7th	The History of Minority Cultural Education in B.C. Preparation: Ashworth
FEBRUARY 14th	SPEAKER - Gerry Bass Chairperson, B.C.T.F. Task Force on Racism (the work of the task force and a look at certain curriculum materials)
FEBRUARY 21st.	What Values should/does Education Teach: Assimilation, preservation or neither Preparation: Class Handout #2
FEBRUARY 28th	Class, Culture and Achievement GUEST SPEAKER: Wes Knapp B.C.T.F. Preparation: Class Handout #3A
MARCH 6th	Teacher Attitude as it Affects Student Achievement Preparation: Class Handout #3B
MARCH 13th	NATIVE EDUCATION GUEST SPEAKER - Saul Arbus Director of Native Education Programs Ministry of Education Preparation: Class Handout #4

Course Schedule (con't)

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MARCH 20th	Bilingual Education Preparation: Class Handout #5
MARCH 27th	Home School Communications GUEST SPEAKER: Representative of Home-School Liaison Project
APRIL 3rd	Community Control Preparation: Class Handout #6
APRIL 10th	Review and Course Evaluation