

EVENING

EDUCATION 441-4 (E1.00)

Multicultural Education

INTERSESSION 1995

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DESCRIPTION/ELIGIBILITY

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 and anti-racist 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.

- I. Awareness of and Sensitivity to One's Own and Others' Cultural Background (Personal Exchange).
Concepts: identity, ethnic identity, self-concept, multiculturalism
- II. Accessing Knowledge Of Cultures Other Than Your Own. (History, Religion, Art, Celebrations, Music, Dance, Play, School, Work, Community, Gender Roles)

P.T.O.

III. Knowledge of Cultures in Contact

Concepts: acculturation, assimilation, integration, segregation, separation, "culture shock", immigration, prejudice, discrimination, racism.

IV. Curriculum and Program Planning/Developing Positive Multicultural Educational/Anti-Racist Educational Activities and Programs.

- Evaluating materials for stereotyping and bias
- Access to multicultural anti-racist curriculum
- Integrating multicultural experience and resources into the "mainstream" curriculum, e.g., Art, Social Studies
- Building positive attitudes through educational programs

V. Handling Conflict/Preventing and Combatting Racism and Discrimination.

VI. The Social Context/Institutional Setting & Contemporary Issues.

ASSIGNMENTS AND REQUIREMENTS:

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 and discussion with partner 25%
4. Analysis of a contemporary issue, extended field assignment, or curriculum project, and discussion with partner..... 35%

BOOKS

Do not purchase any books until you have attended the first class. These books are especially useful for the final assignment. It is not necessary to purchase more than one.

Allan, A. B. and J. Nairne. (1991). *Class Discussions For Teachers & Counsellors in Elementary Schools*. OISE Press.

D'Oyley, V. & Shapson S. (1990). *Innovative Multicultural Teaching*.

D'Oyley, V. & Shapson S. (1984). *Bilingual and Multicultural Education*.

Grant, A., & Sleeter, C. A. (1989). *Turning on Learning*.

Nieto, S. (1992). *Affirming Diversity*.