

## **I. COURSE DESCRIPTION**

Topical Seminar: Issues and subjects that are related to study of educational institutions, theories, and/or ideas.

Cultural Foundations of Education: Culture, a shared system of values, beliefs, rules, norms, language, and behaviors, touches all aspects of education.

Multicultural Education Seminar: An approach to teaching and learning that is based upon democratic values and beliefs, and affirms cultural pluralism within culturally diverse societies and an interdependent world. It is based upon the assumption that the primary goal of public education is to foster the intellectual, social, and personal development of virtually all students to their highest potential.

## **II. RATIONALE**

It is expected that teachers understand how students differ in their approaches to learning. The teachers' study of cultural foundations and multicultural education should improve and strengthen their knowledge, skills and dispositions, enabling them to create instructional opportunities that are adapted to diverse learners (INTASC Principle 3). It is further expected that exposure to theory, research, and applications of cultural foundations is consistent with obtaining multicultural sensitivity and competence. Students are also encouraged to embrace the task of preparing themselves, appropriate curriculum, and their schools, for the task of educating to end oppression and for social justice.

## **III. COURSE GOALS/OBJECTIVES (INTASC PRINCIPLE 3)**

A. Knowledge: The teacher will:

1. understand and be able to identify differences in approaches to learning and performance, including different learning styles, multiple intelligences, and performance modes, and be able to design instruction that helps use students' strengths as the basis for growth.
2. know about areas of exceptionality in learning--including learning disabilities, visual and perceptual difficulties, and special physical or mental challenges.
3. know about the process of second language acquisition and about strategies to support the learning of students whose first language is not English.

4. have a well-grounded framework for understanding cultural and community diversity and know how to learn about and incorporate students' experiences, cultures, and community resources into instruction.

**B. Dispositions:** The teacher will:

1. believe that all children can learn at high levels and persist in helping all children achieve success.
2. appreciate and value human diversity, show respect for students' varied talents and perspectives, and be committed to the pursuit of "individually configured excellence."
3. respect students as individuals with differing personal and family backgrounds and various skills, talents, and interests.
4. be sensitive to community and cultural norms.
5. make students feel valued for their potential as people, and help them learn to value each other.

**C. Performances:** The teacher will:

1. identify and design instruction appropriate to students' stages of development, learning styles, strengths, and needs.
2. use teaching approaches that are sensitive to the multiple experiences of learners and that address different learning and performance modes.
3. make appropriate provisions (in terms of time and circumstances for work, tasks assigned, communication and response modes) for individual students who have particular learning differences or needs.
4. be able to identify when and how to access appropriate services or resources to meet exceptional learning needs.
5. seek to understand students' families, cultures, and communities, and use this information as a basis for connecting instruction to students' experiences (e.g. drawing explicit connections between subject matter and community matters, making assignments that can be related to students' experiences and cultures.
6. bring multiple perspectives to the discussion of subject matter, including attention to students' personal, family, and community experiences and cultural norms.
7. create a learning community in which individual differences are respected.
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#### IV. COURSE OUTLINE

#### INTASC Principle 3 Addressed?

Week	Topic/Activities	Knowledge	Dispositions	Performances
1	Introduction/What is Culture/Our Ethnographies	Yes	Yes	
2	Anthropology, Culture, Education & Schooling	Yes	Yes	
3	Cultural Pluralism, Americanization & Democracy	Yes	Yes	
4	Cultural Transmission Theory/Curriculum	Yes	Yes	Yes
5	Culture & Educational Development of the Learner	Yes	Yes	Yes
6	Culture & The Learning Process	Yes	Yes	Yes
7	Power of Language and Metaphor	Yes	Yes	
8	Literature "The Canon" and Popular Culture	Yes	Yes	
9	Multiculturalism & Religion	Yes	Yes	
10	Bilingual Education	Yes	Yes	
11	Gender & Sexual Orientation	Yes	Yes	
12	Politics/Social Justice/Equity/Reform	Yes	Yes	
13	Specific Examples of Multicultural Issues			Yes
14	The Integrated Curriculum			Yes
15	Group Lesson Plan Presentations			Yes
16	Group Lesson Plan Presentations			Yes

#### IV. REQUIRED TEXTS

Pai, Young & Adler, Susan A. (2001) Cultural Foundations of Education, Third Edition  
Upper Saddle River, NJ: Merrill Prentice Hall.

Ovando, Carlos J. & McLaren, Peter (2000) The Politics of Multiculturalism and Bilingual Education: Students and Teachers Caught in the Cross Fire. Boston: McGraw Hill Higher Education.

Additional in-class readings will be used in Weeks 13 & 14.

#### V. INSTRUCTIONAL STRATEGIES/ACTIVITIES/TECHNOLOGY

Instructional Strategies and Activities: Given that this is a graduate seminar, class discussion is the most salient instructional strategy used. In addition, cooperative learning, lectures, student presentations, reflections, online polls and reactions, and case studies will be employed.

Technology: Technology utilized in the course includes the use of a weekly online anonymous poll on the subject to be covered in the subsequent class and a weekly online anonymous reaction to the previous class discussion and/or activities. Videos will be shown in class and a variety of technologies may be used for student presentations. Students will be encouraged to use electronic resources in preparation for their group lesson plans. Students are expected to have an active UANet ID and password or other

means of participating in the online aspects of the class. For assistance with this or any other technology question, students are advised to contact:

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### Specific Requirements

- A. (10 points) Attendance:** You are required to attend all class sessions. If you miss more than two sessions, you will lose the 10 points. Extra credit may be done to regain points lost.
- B. (10 points) Participation:** Prior to each class, you are required to take the anonymous online poll. Results will be posted online and are designed to illuminate our in-class diversity. After each class, you are required to post a one-paragraph anonymous reaction to the class discussion and/or activities. At some point, it is assumed that you will review the postings from the other students to gain valuable insight. Participation also includes active engagement in the classroom discussions and activities. (INTASC 3: A1, A3, B2-5, C4-5, C7)
- C. (20 points) Personal Ethnography:** We all have a culture and ethnicity. The goal of this assignment is to assist you in identifying yours, and examining it as objectively as possible. You are to interview and research your family for social, material, and ideological patterns, as well as variations and deviance. You will then suggest why certain patterns did or did not exist, and why changes occurred over time. More details regarding this assignment will be given in class.

Suggested length: 7 pages, typed and double-spaced. (INTASC 3: A4, B3-4, C7)

- D. (40 points) Reaction Papers:** You are to write 8 reactions to your assigned readings in the text as outlined on the schedule. Include a short description of the reading, however, it is your personal reaction to the reading that is of most importance. Responses should be thorough and indicate a careful reading of the selection. Be prepared to share your responses with the class. Each satisfactory paper is worth up to 5 points. Extra reaction papers may be done for extra credit.

Suggested length for each: 1-2 pages typed & double-spaced, or 2-3 pages neatly written. These papers are due the day the reading is assigned. (INTASC 3: A1-4, B1-5, C4-5, C7)

- E. (15 points) Book Review:** You are to read a relatively recent book by an author whose culture and ethnicity is different from yours. The book should be biographical or autobiographical in nature. Choose a culture about which you know very little and have curiosity. Your review should include a short summary of the book but the focus should be on differences between yours' and the author's experiences. Discuss critically some possible explanations for these differences. Also be sure to note and discuss similarities, particularly those that surprised you. Suggested length: 4 pages, typed. (INTASC 3: A4, B2-4, C5, C7)

- F. (15 points) Group Lesson Plan Presentations:** In groups of 3, you are to prepare a lesson plan of your choice from the categories below. You should gear your plan towards the age group you currently teach or expect to teach. As a group, you will then "teach" this class.
- Create a lesson on a culture other than the dominant Western culture. Go beyond the objective things typically covered (such as food, clothing, customs) to expose the students to deeper, more subjective issues such as oppression, economics, effects of colonialism and neocolonialism, family structure, or human rights, etc.
  - Teach the class a well-known historical event from a perspective other than the dominant, Western, U.S. perspective. (Example - the American Revolution through the eyes of the British, the Korean War through the eyes of North Korea).

Suggested length: 30 minutes + typed 2-4 page copy of the plan. (INTASC 3: A1, A4, B1-5, C1-3, C5-7)

### VIII. EVALUATION

Attendance	10 points
Participation	10 points
Person Ethnography Paper	20 points
Reaction Papers	40 points total (5 points each)*
Book Review	10 points
Group Lesson Plan Presentation	10 <u>points</u> **
	100 points

Grading Scale: A=90-100pts, B=80-89pts, C=70-79pts, 69-Below=I

\*These assignments, as well as activities during weeks 13 & 14, may be useful in preparing for your graduate comprehensive examinations.

\*\*This finished product may be appropriate for inclusion in your portfolio assessment.

### IX. STUDENT ETHICS AND OTHER POLICY INFORMATION

For information about the University of Akron's policies regarding student ethics and conduct, please consult the following sources:

<http://www3.uakron.edu/gradsch/gradbull.html>, then select "General Information" (academic honesty); or [www.uakron.edu/studdev/conduct.html](http://www.uakron.edu/studdev/conduct.html) (Student Code of Conduct). Any student who feels she/he may need an accommodation based on the impact of a disability please consult [www.uakron.edu/access](http://www.uakron.edu/access) and the Office of Accessibility at (330)972-7928.

### X. BIBLIOGRAPHY

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