

Cross Cultural Education

EDUA 1540

Syllabus

Welcome! This course will be an examination of teacher attitudes, instructional techniques, curriculum modifications, and school-based models which will facilitate learning in cross-cultural situations, respond meaningfully to student diversity, and contribute to achieving educational equity. This course will explore themes that are relevant to both rural and urban situations.

Contacting your instructor

For information on contacting your instructor as well as other important information from your instructor see the Instructor Letter link in your course website.

Course description

This course is described in the *University of Manitoba Undergraduate Calendar* as:

An examination of teacher attitudes, teaching techniques and curricular modifications which will facilitate learning in cross-cultural situations. Studies will focus on accommodation among cultural groups in rural and urban centres. Not to be held with the former 116.303.

Note: This course is cross-listed for credit with the Faculty of Arts.

The purpose of this course is to assist you in the exploration and development of a personal understanding of relevant theoretical and practical aspects that address human diversity, issues of equity, and the implications of these for schools and teachers. You will be encouraged to:

- examine various terms, concepts, and theories related to diversity and education;
- reflect on how attitudes, behaviours, and instructional approaches, impact on teaching/learning; and
- explore how schools and teachers may respond more effectively to the diversity of students and families.

While all aspects of human diversity are important, the focus of this course will be primarily on cultural and linguistic diversity and the complex linkages of these with sexism, racism, and classism.

Course objectives

Upon completion of this course you should be able to:

- develop a critical perspective and understanding of education as a political, social, and cultural process;
- engage in a process of critical self-reflection on issues of identity and diversity with specific emphasis but not limited to race, culture, class, language, and gender;
- explore and develop an understanding of contemporary issues and perspectives on the nature and direction of Aboriginal education;
- explore and develop an understanding of the implications of diversity for educators including:
 - a survey of relevant Canadian and international literature,
 - teachers and students as ethnographers,
 - family and community connections,
 - relevance to Aboriginal peoples,
 - developing a personal multicultural/antiracist/cross-cultural pedagogy, and
 - the role of teachers as change agents; and

- explore and develop an understanding of the variety of ways in which schools have or could respond to diversity with specific reference to:
 - curriculum,
 - instruction, and
 - school models.

Course materials

Required

The following required materials are available for purchase from the [University of Manitoba Bookstore](#). Please order your materials immediately, if you have not already done so. See your [Distance and Online Education Student Handbook](#) for instructions on how to order your materials.

James, Carl. (2010). *Seeing ourselves: Exploring race ethnicity and culture* (4th ed.). Toronto: Thompson Educational Publishing.

Ladson-Billings, Gloria. (2001). *Crossing over to Canaan: The journey of new teachers in diverse classrooms*. San Francisco: Jossey-Bass.

Various readings and other course materials as listed in the units for download from University of Manitoba's e-library system and for viewing on the World Wide Web.

Key themes and experiences

Course participants will:

- engage in an exploration and discussion of key terms related to diversity and equity:
 - culture, value, beliefs, norms,
 - cultural, ethnic, social groups,
 - socialization, enculturation, schooling,
 - multicultural, multi-ethnic, and
 - antiracist, cross-cultural, intercultural;
- explore and discuss the historical role of school in socializing people for a “civil” society;
- participate in a range of learning experiences that enable them to explore and challenge their own frame of reference and sense of personal and social identity, including:
 - sources of prejudice and related theories,
 - nature of diversity—who are the others? when is one the other?, and
 - power and privilege; and
- explore, analyze, evaluate, and incorporate specific approaches, models, and examples of school and classroom responses, including:
 - school models and case studies,
 - curriculum design,
 - inclusive education and collaborative learning,
 - learning resources, and
 - teachers as outsiders/insiders—dominant group teachers teaching non-dominant group children.

Course overview

The course is divided into modules and units, which are closely linked to the goals stated for the course. There are 4 assignments that you are required to complete in this course. The module introduction and learning objectives provide the framework that integrates the major themes and topics of the units. The five modules are:

Module 1 Diversity in education: Anthropological and Sociological perspectives

In this first module, we will explore some of the fundamental concepts and analytical perspectives that will help us in addressing issues of diversity and equity in educational settings and society at large. Specifically, we will explore how anthropological and sociological approaches help us to make sense of how diversity is manifested, and to outline some patterns of social and institutional responses.

Assignment 1: Ethnographic Exercise and Personal Story

Module 2 Reconstructing education: From monocultural to antiracist education

Until recently, the general tendency of public education systems in the Western world towards cultural and linguistic diversity has largely been one of a monocultural or assimilationist approach. That is, diversity is seen as a problem to overcome. Secondly, schools tend to reflect and reinforce the same inequitable patterns of power relationships and disparities that exist in society. Therefore, the “reconstruction”, reform or transformation of the educational system is advocated by many. In this module we will study, consider, and contrast a number of perspectives and ideas on the nature and direction of the changes required to address diversity more positively and contribute to creating conditions of equity.

Assignment 2: My Choice of Approach for Education for Diversity is _____.

Module 3 Aboriginal perspectives on education for diversity

About 15% of Manitobans self-identify as Aboriginal population. Aboriginal peoples contribute significantly to the cultural and linguistic diversity one finds in Canada. First Nations, Métis and Inuit Canadians have shared many similar experiences with other indigenous peoples throughout the world as a result of their past history of domination and colonization. Increasingly, Aboriginal peoples advocate for and demand significant changes to education ranging from direct administration of schools to transforming the very nature of educational processes. This module will explore important themes and Aboriginal perspectives related to the nature of education and “post-colonial” educational reform.

Assignment 3: Media and Aboriginal Peoples

Module 4 Reconstructing schools

In exploring and analyzing how the educational system responds to diversity and issues of educational equity, it is important to look at all aspects of schools. Those advocating for more radical reforms of the educational system call for “whole school” approaches that result in changes at every level, from policy, to staff composition, to the instructional approaches used by teachers. In this module, we will explore ideas as to how schools can affect positive change and look at how some schools are attempting to meet the needs of their students by recreating themselves.

Module 5 Promising practices: Building inclusive curriculum and classroom experiences

While it is important to look at issues related to the educational system and schools as a whole, it is equally important to recognize that education is about a complex web of social relationships and interactions that involve teachers, students, families, and communities. In this module, we will focus on the classroom and ways teachers strive to create classrooms that are more inclusive and build positive relationships with students, their families, and their communities.

Assignment 4: Take-home final exam. Application Project: Developing a Multicultural/ Antiracism Unit or a Professional Development Training Package

Evaluation and grading

Note: For all assignments for this course the *American Psychological Association* editorial style guidelines are to be followed.

Distribution of marks

Assignment	Percentage
1 Module 1	20%
2 Module 2	20%
3 Module 3	20%
4 Module 5: Take-home final exam	40%
Total	100%

Grading scale

Letter grade	Percentage range	Description
A+	95 - 100	Exceptional
A	90 - 94	Excellent
B+	85 - 89	Very good
B	80 - 84	Good
C+	75 - 79	Satisfactory
C	70 - 74	Adequate
D	60 - 69	Marginal
F	0 - 59	Failure

Please note: All final grades are subject to departmental review.

Assignment due dates

Assignment	Sept.-Dec.	Jan.-Apr.	May-Aug.
1	Oct. 2	Jan. 31	May 26
2	Oct. 27	Feb. 28	June 19
3	Nov. 20	Mar. 28	July 8
4 (Take-home final exam)	Dec. 13	Apr. 20	Aug. 5

Note: If you are unable to submit an assignment on time, contact your instructor well in advance of the due date, for we cannot guarantee that the instructor will accept late assignments.

Plagiarism, cheating, and examination impersonation

You should acquaint yourself with the University's policy on plagiarism, cheating, and examination impersonation as detailed in the General Academic Regulations and Policy section of the University of Manitoba *Undergraduate Calendar*. Note: These policies are also located in your *Distance and Online Education Student Handbook* or you may refer to Student Affairs at <http://www.umanitoba.ca/student>.

Distance and Online Education (DE) Student Resources

In your course website there are links for the following:

- Contact Distance and Online Education Staff
- Distance and Online Student Handbook
- Distance and Online Education Website

Acknowledgments

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Antonio (Tony) Tavares is a consultant with Manitoba Education, Training and Youth and a sessional instructor in cross-cultural education at the University of Manitoba. Tony's interest in cross-cultural education stems from his own personal experiences as a young Portuguese immigrant student growing up in the inner city of Winnipeg, where he was exposed to the rich diversity of the people and cultures that are represented in Manitoba.

His early experiences in Canada led to a keen interest in the political process, Canadian public policy, and international relations. Tony completed a B.A. and M.A. in Political Studies at the University of Manitoba. Currently, his consultant role in the Department of Education includes responsibilities for policy and curriculum development, teacher education with respect to multicultural/antiracism education, English as a Second Language, and International/Heritage languages.

Tony has had a long interest in community and social activism which led him to be actively involved with organizations such as, the Manitoba Association for Rights and Liberties, Manitoba Association for Multicultural Education, Community Education Development Association, the Manitoba Intercultural Council, and the Social Planning Council of Winnipeg.

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Nathalie Piquemal is an assistant professor in the Faculty of Education at the University of Manitoba. Her teaching responsibilities include "School and Society 1," "Cross-Cultural Education," and "Aboriginal Education." Her current research activities focus on Aboriginal education, research ethics, and cross-cultural education.

Nathalie received her Ph.D. from the University of Alberta in 1999, and her Master's degree from the University of Strasbourg, France in 1994. Her perspectives in cross-cultural education issues have been shaped, in part, by her classroom teaching experiences. Nathalie has taught at the elementary school level for five years in France and was a French language instructor for 3 years at the University of Alberta. Since 1995, she has been doing collaborative research with Aboriginal communities on the development of ethical research protocols respectful and inclusive of Aboriginal perspectives. This collaboration emerged from a common interest in the constitution of ethical research in sensitive settings. Her most recent research focuses on interaction patterns in education involving Aboriginal students.

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Christopher Hrynkow holds masters degrees in Theology and the Social Foundations of Education. He is an assistant professor in the Department of Religion and Culture at Saint Thomas More, University of Saskatchewan and a doctoral candidate (ABD) in Peace and Conflict Studies at the Arthur V. Mauro Centre for Peace and Justice, University of Manitoba. Chris has taught (1) at the secondary and elementary schools level, (2) Conflict Resolution Studies at Menno Simons College, University of Winnipeg, (3) Peace and Conflict Transformation Studies at the Canadian Mennonite University, (4)

Catholic Studies at St. Paul's College, Winnipeg and (5) EDUA 1540 Cross-Cultural Education and EDUA 1810 School and Society I in the Social Foundations of Education Department at the University of Manitoba. He is interested in diversity and equity issues from many different practical and theoretical perspectives.

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