

# SECONDARY AND HIGHER EDUCATION 559

## Cultural Diversity in Today's Society

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Course Description: This course will focus on sociocultural issues which influence learning and work environments. The cultural dynamics of racism, ethnicity, ageism, sexism, elitism, bilingualism, disabilities, and other cultural diversities are emphasized.

**Text:**

Banks, James & C. Banks (2001). **Multicultural Education: Issues and Perspectives** 4th

**Disk:** One 3 1/2 disk

## Course Content

This course is designed for the graduate student who is presently, or is planning to be a teacher, an administrator or business person who is responsible for teaching or assisting in diversity planning and implementation. The course is intended for those who are interested in providing a diverse education to children or adults that will enable them to function productively and effectively in a diverse society and world.

## Objectives

Each student will:

1. Explore approaches to multicultural education that can be applied to education or to the business world to meet the needs of children or adults from diverse backgrounds;
  2. Investigate teaching strategies that can be prepared, collected and used to meet the needs of particular learning environments;
  3. Define and establish a common reference point for multicultural education;
  4. Identify the goals for multicultural education in meeting the needs of children from diverse backgrounds;
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1. Discuss historical and current data relative to the problems and opportunities experienced in American life by the following groups:
    - a. African Americans
    - b. Chinese Americans
    - c. Japanese Americans
    - d. Jewish Americans
    - e. Hispanic Americans
    - f. Native Americans
    - g. Recent Immigrants

1. Apply a Model for Multicultural Education in planning for multicultural education (Baker, Banks, or other model described in the literature).
2. Describe what is needed in order to accomplish the goals of multicultural education: advocacy, legislation/policy, total involvement, and other essentials for successful implementation.
3. Explore Internet resources that contribute to effective cultural instructions.

## Course Assignments and Grading

The major activities of this course are categorized into **five** major areas. There are many activities for each category; therefore, it is possible for a student to build on to his/her own set of experiences. **These activities will involve the computer and access on the Internet.**

### A. Cultural Awareness

There are two objectives for this exercise: (1) you should become aware of the relevance of these issues particularly as they relate to culturally different students and adults, and (2) you will learn specific ways of dealing with the special needs of the culturally different person.

## Activity I

Read the book The Rage of A Privileged Class by Ellis Cose or a book from the book list. If you read something other than what is on the book list consult with the instructor. Write a 4 page paper of your reflections. The paper should include an introduction, summary, reflection and recommendation of the book. Also be prepared to answer any questions in class about the book.

## Activity II

Buy and read a magazine from a different culture. Write a reaction paper regarding the periodical. Suggestions of some magazines are listed below:

1. Ebony Magazine

Jet Magazine

LaLuz Magazine

- Wassaja (American Indian Newspaper)
  - Warpath
  - El Grito
  - Black World
- Civil Rights Digest
  - Race and Class
  - Journal of Negro History
- Chicano Times
  - Indian History
  - Adwesasne Notes
  - Phylon

### Activity III

Collect, read and write summaries of 5 newspaper articles on culture. Articles and summaries must be turned in together.

Research article on gender.

### Activity IV

Watch a movie or television(documentary) program based on a different culture or produced by a different culture. Write a critique of the movie or television program.

## **B. Communication Between Cultures**

### Activity I

Interview and Questionnaire Development Exercise:

Develop a questionnaire and conduct a structured interview of an Hispanic American, American Indian, Asian American, or African American. In your

written report, include the following:

- A. A copy of the questionnaire
- B. A paragraph of the background of the person interviewed.
- C. Analyze, summarize, draw conclusions of the interview that would help educators or business people.

## **C. Sensitivity Experiences\_**

### Activity I

Select 2 or more of the following modules. Carry out the experience. Write a description of what you did, what arrangements were made in succeeding in carrying out the experience, your feelings, emotions as you conducted the experience, and your reactions to the overall experience.

1. Attend an ethnic event.
2. Interview representatives from the Anti-Defamation League of B'nai B'rith. What resources do they have available on sensitizing teachers/business people to ethnic groups? What are the purposes and goals of the organization? What activities do they sponsor for Hispanic American, African American, American Indians and other minorities?
3. Interview personnel from Human Systems, Inc. What services do they perform for the school and community? What are their goals, objective purposes?
4. Go to an inner-city grocery store a week and compare it to stores that you frequent prices of various staples.
5. Take a batch of dirty clothes to a Laundromat in an ethnic area. Talk to any of the people waiting for their wash to be done. You and several other students may choose to complete this activity together.
6. Attend an Hispanic American, African American, American Indian or ethnic church. Note the role played by young people in each church.
7. Visit Martin Luther King Center, the American Indian Center, International Museum of Cultures or similar centers.
8. Develop and administer a questionnaire to a group of African, Hispanic and American Indian adolescents, parents, teachers or school administrators. Look at some of the questions used in the recent Gallup Poll.
9. Interview the persons from the Department of HEW who are in charge of ESEA Title I, III, VI, and NDEA Title XI.
10. Make a film or slide presentation of culturally different students, teachers, parents, business people, etc. talking about racism in the school and/or society.

11. Write a play using a theme pertaining to culturally different people. Present the play to the class.
12. Develop or collect and list curriculum materials which may be used in teaching or training the disadvantaged.

## **D. The Internet As A Resource**

### Activity I

Use Internet resources to plan and collect all resources for a display emphasizing cultural aspects of a selected culture. You can do research in the following areas:

Behavior characteristics clothing food

Language religion political system

Use the Internet resources to develop an ideal and creative model for teaching children of minority cultures based on an acceptable model of multicultural education. This model may be modified to your selected discipline and level. Use a lesson format that is familiar to you. An oral report describing your teaching model will be presented. Lesson plans and other appropriate materials are to be included (you may use handouts to give classmates to help describe your teaching model). The written typed model of units (lesson plans) will be turned in to the instructor.

## **E. Reflection of Course Activities**

TEST - A test will be given that will include text material, class notes, assigned readings and class discussions.

### **GRADING**

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The final grades will be based upon the cumulative weighted total of all student work and will be assigned as follows:

100 - 90 = A

89 - 80 = B

79 - 70 = C

69 - 60 = D

below 60 = F

**\*\* Attendance for all class meetings is expected and students are referred to university policy in the GENERAL CATALOG.**

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