

Course # 2

EDCS 440: Curriculum Implications of Multicultural Education (WI*) *"Learning by and about diverse cultures in Spain"*

Fall 2017

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Office Hours: TBA

Class Meeting Times

TBA; 37.5 - 40 hours total meeting time

Course Text - Required

Understanding Human Differences : Multicultural Education for a Diverse America.

by [Koppelman, Kent](#); [Goodhart, Lee](#). ISBN13: 9780205531042.

<http://www.ecampus.com/understanding-human-differences/bk/9780205531042>

Course Description

Let's learn about the many cultures of our host site Seville, Spain, while also learning about ourselves! While this is an "education" class, it is relevant for anyone, since everyone is learning all the time. This course will examine how all persons from diverse backgrounds in Seville, Hawai'i and the US can achieve their highest human, educational and economic potential in multicultural contexts. Class participants will increase their capacity for positive interactions with diverse populations, in Seville, and around the world.

Study Abroad (SA) Student Learning Outcomes (SLO's)

As a successful student, you will engage in reflective reading, formal and informal writing, small and large group discussion, presentations, field excursions and other activities. Depending on the levels of fluency of class members, oral presentations and discussion in the Spanish language may be possible. Content and activities will focus primarily on people, places and concepts regarding **our host context of Seville, Andalucía, Spain**, with comparison to Europe, the Mediterranean region, Hawai'i, the United States and the diverse communities within them.

1. Demonstrate awareness of your own cultural values and biases and how these impact your ability to work with others.
2. Demonstrate knowledge of diversity with a focus on the population or topic of interest in your Study Abroad program.
3. Communicate appropriately and effectively with diverse individuals and groups.
4. Demonstrate an increased capacity to analyze issues with appreciation for disparate viewpoints.

EDCS-440 - Course Objectives (CO's)

1. Strengthen your own cultural identity, particularly through the construction of the M1-Culture Quilt.
2. Construct a deeper understanding of the host cultures of Spain.
3. Become an informed advocate on a problem you are passionate about, particularly via the M2-Issues of Diversity Project.
4. Become a more critical consumer (and possibly producer) of media that presents issues of diversity in a realistic, positive, respectful light, especially via the M3-Multicultural

Media Review.

5. Improve your speaking and writing for informal and professional contexts.

GRADING POLICY

Grades are not calculated on a simple percentage or point basis. The only initial grades given on assignments are **A, B, I**. Professional competence requires that one be at least basically proficient with course concepts and writing conventions. Therefore, it is not possible to get a good grade in the course (B or A) unless your grades are at least at B for all course assignments. If a student persists in submitting substandard work (<B-) or persists in not submitting work, the instructor may issue a final grade on an assignment or for the course that is lower than B-.

A Completion of all assignments; mostly grades of A, A- (1 B+ OK) on C1, C2, C3

B Completion of C1, C2, C3; grades of \geq B-

I Anything below B requirements

C,D,F Persistent failure to submit work of \geq B- quality

Work submitted after the semester has ended will result in a maximum course grade of B+ unless there is a prior, written agreement with the professor. The percentages below note the relative weight and effort required for assignments – grades are *not* based on course average.

COURSE REQUIREMENTS

All written assignments are submitted electronically on Lulima.

Revision/Rewriting is encouraged -- You may revise assignments and resubmit assignments as many times as you wish.

Professional Contribution -- to Own and Others' Learning **20%**

SLO's - All; CO's - All

You will be expected to contribute actively in class. Be prepared for class with the required materials and/or assignments, and having read the assigned material. Your contribution should include your own verbal input, as well as leaving room and offering encouragement for others. It is not acceptable to quietly absorb information – you must demonstrate the ability to speak knowledgeably about course content. You will also be expected to participate in group presentations of readings and topics.

Course Assignments

IMPORTANT: *In all class sessions and Course Assignments, you may reveal as much or as little as you wish about yourself.*

Online Forum: Read/Write Reflect **20%**

Study Abroad SLO's - All

Write and post **2** items *in box provided in Lulima-Forums* for each class session. *Keep in mind that Forum writing is accessible to classmates, so only post content that you are comfortable sharing in this public context.*

1) **Reading Reflection** – brief (1-2 pgs.) reflection on assigned readings/content. Relate ideas from readings to your personal and professional experiences.

2) **Reflection Response** – write a brief (~4-6 sentences/bullets) response to the Reading Reflection of a classmate. ***Must be posted any time prior to start of class session.***

*Post a new “Reply” to a classmate’s writing that has not yet received a Reply.

M1: Culture Quilt

20%

Study Abroad SLO's - All; CO's - 1, 5

We cannot really understanding others' cultures, nor diversity, without first understanding ourselves. Using only visuals and symbols in the matrix, you will complete the following culture quilt that addresses culture from your perspective. You will write a 1-2 page explanation for the contents in each column (e.g., Family History - a,b,c [combined]; Cultural Other - a,b,c [combined]; ...). Upload the quilt and writing as a single Word doc. See M1 Rubric.

	1) Family History	2) Cultural Other	3) Cultural Self-Personal	4) Cultural Self-Professional
a	Country/ies <u>and</u> ethnic groups other than U.S.A with which my family identifies	Culture other than my own with which I am <u>most</u> familiar	Preferred learning style(s) [see *Note below]	Reason I am a college student
b	Family slogan/saying that has been passed down across generations	Host Culture(s) - Seville, Spain	My life as an middle/high school student	Educator who has significantly influenced me - How?
c	Important holiday celebration and/or religious observance in my family	A cross-cultural experience that was anxiety provoking	Finest personal quality	Greatest challenge I face as a learner

M2: Issues of Diversity in Spain Project

20%

SLO's - 2, 3, 4; CO's - 2, 3, 5

Examine a topic addressing diversity **in our host context - Seville/Spain**. You may choose a topic from the Diversity Issues list provided (TBD), or choose your own. Present your insights as follows:

1. Scholarly definitions (≥ 2) of the issue.
2. Graphic representation(s) of the issue.
3. The influence of this issue on life and/or education in Spain.
4. An analysis of your personal experiences and advocacy regarding the issue.

Your presentation should be professionally prepared with graphics and text. You are expected to engage your classmates in active discussion and learning. Your Presentation may take any form that addresses the above criteria, including: Power Point; Prezi; web site; gaming; podcast...

M3: Review of Cultural Media of Spain

20%

SLO's - 2, 3, 4; CO's - 2, 3, 4, 5

Analyze a "media product", i.e., movie, book, website, video game that portrays **aspects of Spanish culture**. Analyze the portrayal of multicultural issues such as power, privilege, desirable/undesirable attributes, gender identities/roles, acceptable uses of violence, access to education and employment or others. You may choose a topic from the Diversity Issues list

provided (TBD), or choose your own. Submit a 5 page review of the media product, with about equal amounts of: 1) delineation of the issue and its significance; 2) description of the source's portrayal of the issue; and 3) critique of how the source addressed the issue. A critique includes statements that attribute *value* to a given situation (e.g. "This movie *vividly portrays* the conditions of underage workers. We can fight this *unjust* practice by..."). Cite course readings and other sources on multicultural education/diversity in your critique. Projects will be shared in class via 3-5 minute presentations, including some kind of visual from your media source.

SCHEDULE—Subject to revision: check weekly Announcements (emailed & posted on Laulima)

Week	Activities, Themes, Topics	What is due this date? T = [Course text book] L = [xxx] filename from Laulima-Resources-Readings W = web address
1	Who are we? Individually, collectively? What do we all need and want from this experience? Overview of course <u>Home Base Groups</u> formed - each gives "guided tour" of section of syllabus.	<i>Download & look over:</i> L: Syllabus Padlet: Upload to web-link provided -- 1) Name/(incl. how to address you, e.g., Doctor Paul) 2) Pix of you (upload or screen shot) 3) Home life -- where, who's there 4) College major, post-grad plans/hopes 5) Fun - how do you??
2	Who are we? Individually, collectively?	Read & Forum (half of class for each reading): T-Ch. 1: Individual Attitudes and Interpersonal Relations T-Ch. 2: Understanding Ourselves and Others: Clarifying Values and Language TBD -- materials related to excursion.
3	FIELD TRIP - Overview of Seville - Bus Tour: featuring Plaza de España, Museo del Baile Flamenco, Centro Historico de Sevilla, Real Alcázar, World Heritage Sites, Islamic monuments, old medieval Jewish quarter. Read & Forum: TBD -- materials related to excursion.	
4		
5	"I'm not prejudiced, but..."	Read & Forum: T-Ch. 3: Understanding Prejudice and its Causes DUE: M1: Culture Quilt
6	"Conflict" is not a dirty word!	Read & Forum: T-Ch. 4: Communication, Conflict and Conflict Resolution
7	Oppression in the US of A? Impossible!	Read & Forum: T-Ch. 5: Cultural Foundations of Oppression in the United States
8	Immigrants - who is, and who isn't?	Read & Forum: T-Ch. 6: Immigrants and Oppression: The Paradox of Nativism in a Nation of Immigrants
9	FIELD TRIP - Museo de Bellas Artes de Sevilla, founded 1839 after the <i>desamortizacion</i>,	

10	shuttering of religious institutions, contains works from across the city and region from the medieval period to the early 20th century. Read & Forum: TBD -- <i>materials related to excursion.</i>
11	The Amendments to the US Constitution eliminated Race & Religion as sources of oppression - right? Read & Forum (half of class for each T reading): T-Ch. 7: Race and Oppression: The Experiences of People of Color in America T-Ch. 8: Religion and Oppression: The Struggle for Religious Freedom DUE: M2: Issues of Diversity Project
12	Still waiting for Amendments to the US Constitution on these issues, but they're not really necessary, right? Read & Forum (half of class for each T reading): T-Ch. 12: Sexism: Where the Personal Becomes Political T-Ch. 13: Heterosexism: Transforming Homosexuality from Deviant to Different
13	Blessed be the poor... Read & Forum: T-Ch. 14: Classism: Myths and Misperceptions about Poverty
14	"Special" education? "Disability" = Dissing? Read & Forum: T-Ch. 15: Ableism: Disability Does Not Mean Inability DUE: 10-Minute Thrill: Oral/visual presentation of your M3 - Cultural Media Review.
15	Melting pot, fruit salad, paella... Final course evaluation online eCAFE. Read & Forum (half of class for each T reading): T-Ch. 16: Pluralism in Schools: The Promise of Multicultural Education T-Ch. 17: Pluralism in Society: Creating Unity in a Diverse America DUE: 10-Minute Thrill: Oral/visual presentation of your M3 - Cultural Media Review - Upload to Laulima.

Additional Resources

9781938368288

Attitudes to Diversity: A Cross-Cultural Study of Education Students in Spain, England and the United States. Molto, et al, (2010).

<http://web.b.ebscohost.com.eres.library.manoa.hawaii.edu/ehost/viewarticle/render?data=dGJyMPPp44rp2%2fdV0%2bnjisfk5E46bJPr6%2bzSa6k63nm5Kx95uXxjL6nr0ewqa1Krqe0OLKwr1C4qrc4zsOkjPDX71v2fKB7eTnflLuns0qxrBNS62yPurX7H%2b72%2bw%2b4ti7fIDf4T7y1%2bVVv8Skeeyzw2K2r7BJsK6kfu3o63nys%2bSN6uL.yffbq&vid=2&sid=5f6d371d-a651-49ed-887f-bad9efe96a46@sessionmgr107&hid=130>

Edible Identities: Food as Cultural Heritage. Di Giovine, Michael A. Ashgate.

ISBN(s): 1409442632, 9781409442639, 1409484793, 9781409484790

Food & Drink: The Cultural Context. Sloan, Donald ISBN(s): 1908999055, 9781908999054

The Food and Culture Around the World Handbook, Helen C. Brittin.

http://www.coursesmart.com/9780135125458?_professorview=false&_instructor=1247236

How America Eats: A Social History of U.S. Food and Culture. Wallach, Jennifer Jensen.

ISBN(s): 1442232188, 9781442232181, 1442208759, 9781442208759

<http://www.edchange.org/multicultural/>

<http://www.peacecorps.gov/wws/>

Multicultural Education: Issues and Perspectives. Banks, James A., University of Washington, Seattle; Banks, Cherry A. McGee

http://www.coursesmart.com/9780470483282?_professorview=false&_instructor=1247236

Spanish Teenagers' Attitudes and Experiences with Religious Diversity at School.

Veinguer, A.A., et al. (2010).

<http://web.b.ebscohost.com.eres.library.manoa.hawaii.edu/ehost/viewarticle/render?data=dGJyMPPp44rp2%2fdV0%2bnjisfk5E46bJPr6%2bzSa6k63nm5Kx95uXxjL6nr0ewqa1Krqe0OLKwr1C4qrc4zsOkjPDX71v2fKB7eTnflLuns0qxrBNS62yPurX7H%2b72%2bw%2b4ti7fIDf4T7y1%2bVVv8Skeeyzw2K3p7Nkt6yfu3o63nys%2bSN6uL.yffbq&vid=2&sid=5f6d371d-a651-49ed-887f-bad9efe96a46@sessionmgr107&hid=130>

The "Welcome Schools" Program in Madrid, Spain. del Olmo, M. (2010).

<http://web.b.ebscohost.com.eres.library.manoa.hawaii.edu/ehost/viewarticle/render?data=dGJyMPPp44rp2%2fdV0%2bnjisfk5E46bJPr6%2bzSa6k63nm5Kx95uXxjL6nr0ewqa1Krqe0OLKwr1C4qrc4zsOkjPDX71v2fKB7eTnflLuns0qxrBNS62yPurX7H%2b72%2bw%2b4ti7fIDf4T7y1%2bVVv8Skeeyzw2K2r7dlsqkfu3o63nys%2bSN6uL.yffbq&vid=2&sid=5f6d371d-a651-49ed-887f-bad9efe96a46@sessionmgr107&hid=130>

Rubric: M1

<i>Student</i>	<i>Date</i>
Dr. Deering <i>Reviewer</i>	<i>Date</i>

The degree to which your submission addresses each required item will be noted in the check-boxes. Verbal feedback will also be provided. Note that you may revise/resubmit the project (for a potential grade change) after addressing the feedback. The instructor's filled-in Rubric must accompany all resubmissions.

Vivid, insightful presentation of the following:

1) Family History Country/ies <u>and</u> ethnic groups other than U.S.A with which my family identifies Important holiday celebration and/or religious observance in my family Family slogan/saying that has been passed down across generations	Not Adequate	Almost Adequate	Adequate	More Than Adequate	Exemplary
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2) Cultural Other Culture other than my own with which I am <u>most</u> familiar Culture other than my own with which I am <u>least</u> familiar A cross-cultural experience that was anxiety provoking	Not Adequate	Almost Adequate	Adequate	More Than Adequate	Exemplary
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3) Cultural Self-Personal Preferred learning style(s) My life as an middle/high school student Finest personal quality	Not Adequate	Almost Adequate	Adequate	More Than Adequate	Exemplary
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4) Cultural Self-Professional Reason I am a college student Educator who has significantly influenced me - How? Greatest challenge I face as a learner	Not Adequate	Almost Adequate	Adequate	More Than Adequate	Exemplary
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5) Overall Level of Scholarship Effective, engaging visuals (audio) Comprehensive, professional writing and analysis regarding significant issues	Not Adequate	Almost Adequate	Adequate	More Than Adequate	Exemplary
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Overall Evaluation	
<p style="text-align: center;">_____ Grade</p> <p>A = All areas \geq Adequate</p> <p>B = \leq 1 below Adequate; 0 = Not Adequate</p>	<p style="text-align: center;">_____ Revise and Resubmit</p> <p style="text-align: center;">\geq 2 below Adequate</p>

Rubric: M2

<i>Student</i>	<i>Date</i>
Dr. Deering <i>Reviewer</i>	<i>Date</i>

The degree to which your submission addresses each required item will be noted in the check-boxes. Verbal feedback will also be provided. Note that you may revise/resubmit the project (for a potential grade change) after addressing the feedback. The instructor's filled-in Rubric must accompany all resubmissions.

Vivid, insightful presentation of the following:

1) Scholarly definitions of the issue (≥ 2).	Not Adequate	Almost Adequate	Adequate	More Than Adequate	Exemplary
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2) Graphic representations of the issue	Not Adequate	Almost Adequate	Adequate	More Than Adequate	Exemplary
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3) Influence of the issue on life and/or education in the U.S., Spain, and/or other locales/nations	Not Adequate	Almost Adequate	Adequate	More Than Adequate	Exemplary
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4) Analysis of personal experiences and advocacy related to the issue	Not Adequate	Almost Adequate	Adequate	More Than Adequate	Exemplary
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5) Overall Level of Scholarship Effective, engaging visuals (and audio - optional) Comprehensive, professional analysis regarding significant issues Active involvement of class members	Not Adequate	Almost Adequate	Adequate	More Than Adequate	Exemplary
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Overall Evaluation	
<p style="text-align: center;">_____ Grade</p> <p>A = All areas \geq Adequate</p> <p>B = ≤ 1 below Adequate; 0 = Not Adequate</p>	<p style="text-align: center;">_____ Revise and Resubmit</p> <p style="text-align: center;">≥ 2 below Adequate</p>

Rubric: M3

<i>Student</i>	<i>Date</i>
Dr. Deering <i>Reviewer</i>	<i>Date</i>

The degree to which your submission addresses each required item will be noted in the check-boxes. Verbal feedback will also be provided. Note that you may revise/resubmit the project (for a potential grade change) after addressing the feedback. The instructor's filled-in Rubric must accompany all resubmissions.

Insightful presentation of the following:

1) Delineation of issue and its significance.	Not Adequate	Almost Adequate	Adequate	More Than Adequate	Exemplary
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2) Cogent summary of media source.	Not Adequate	Almost Adequate	Adequate	More Than Adequate	Exemplary
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3) Insightful analysis/critique of media source.	Not Adequate	Almost Adequate	Adequate	More Than Adequate	Exemplary
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4) Overall Level of Scholarship Effective, engaging visuals (audio - optional) Comprehensive, professional analysis regarding significant issues	Not Adequate	Almost Adequate	Adequate	More Than Adequate	Exemplary
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Overall Evaluation	
<p style="text-align: center;">_____ Grade</p> <p>A = All areas \geq Adequate</p> <p>B = \leq 1 below Adequate; 0 = Not Adequate</p>	<p style="text-align: center;">_____ Revise and Resubmit</p> <p style="text-align: center;">\geq 2 below Adequate</p>