1 - DESCRIPTION

“Education within a pluralistic society should affirm and help students understand their home and community cultures. However, it should also free them from their cultural boundaries.” James A. Banks

This course is designed to critically and actively engage students in a contextually based learning experience that focuses on the concepts of multicultural identity, culturally relevant teaching and increase one’s cross cultural understandings. The study abroad experience provides a unique opportunity for rich experiential learning though the students’ immersion in the host culture of Japan. It provides the students with an opportunity to draw on their personal experiences and compare and contrast them with their immersion experiences in another culture.

The conceptual framework for this class is informed by Banks’ (2007) notion of cross-cultural understanding as a process of knowledge construction. Banks’ framework helps students expand their cross-cultural understanding based on four levels of cultural knowledge: (1) personal knowledge, awareness of one’s own cultural beliefs and practices; (2) popular knowledge, awareness of the dominant culture; (3) school knowledge, awareness of institutional decisions such as choice of curriculum, textbooks; and (4) transformative knowledge, cross-cultural awareness and culturally responsive interaction. The course focuses on these four level of cultural knowledge to enhance the students’ experiential learning and cross-cultural awareness

This course is designed to provide students with an understanding of the concepts, theories and strategies that constitute the five major dimensions of multicultural education as defined by Banks (1993). These include (1) equity pedagogy; (2) content integration; (3) knowledge construction process; (4) prejudice reduction; and (5) empowering school culture and social structure. We will explore these dimensions within the context of the host culture of Japan and analyze these forms of knowledge in terms of cultural differences, inclusions, and exclusions. Because our beliefs and values are shaped by our prior knowledge and cultural experiences, it is important for students to critically analyze their notions of race, culture, and ethnicity. In this course we will examine our assumptions and prior knowledge about multicultural education and reflect on how our prior knowledge and experiences shape our beliefs and identity. Through our immersion and first hand experiences we will explore and inquire into how culture and different cultural contexts influence one’s beliefs and behavior. The planned field experiences to local schools will provide opportunities to see how the theories studied in class relate to practice in the classrooms in Tokyo. Students will take field notes and
reflect on their experiences by describing how what they saw is different from their experiences as a student. They will reflect on and describe how Japanese educational experiences compare and contrast with their experiences.

The goal is to “understand, investigate, and determine how the implicit cultural assumptions, frames of reference, perspectives, and biases” (p. 10) of their own cultural knowledge shape education and teaching. This implies that the students first engage in the process of their own cultural knowing and then move toward cross-cultural knowing through coursework and multiple field experiences in diverse settings. This will be done through experiences within and across different contexts such as the classroom setting, community settings and school sites in Tokyo.

2 - OBJECTIVES, GOALS and OUTCOMES
I believe students sort out their thoughts and develop critical thinking skills through writing, reading, speaking and listening. My goal for the students is for them to be critical thinkers and develop effective writing and speaking skills. In this course, I require that the students read and write insight papers about the course readings. In the insight papers, I ask the students to make connections across the readings, class discussions and their personal experiences.

The course goals include the following:

- Develop an awareness and understanding of our multicultural selves and the host culture of Japan;
- Understand, investigate, and determine how one's cultural assumptions, frames of reference, perspectives, and biases shape our beliefs and identities;
- Develop positive attitudes about groups of people who are different from ourselves by evaluating knowledge from different perspectives and comparing and contrasting our prior educational experiences with the educational issues in Japan;
- Establish a safe learning community in which all voices are valued and respected;
- Identify, analyze, and question different forms of knowledge to become a cross-cultural individual, one who is aware of diverse cultures, languages, ethnicities, abilities, and learning styles, specifically within the context of Japan.

3 - PREREQUISITES
This course is held in English and all class discussions and written assignments will be in English as well; no knowledge of Japanese is necessary. Students must have already taken at least one course in the humanities.

4 – METHOD
A safe learning community of practice

“To educate as the practice of freedom is a way of teaching that anyone can learn…To teach in a manner that respects and cares for the souls of our students is essential if we are to provide the necessary conditions where learning can most deeply and intimately begin.” bell hooks

I view the classroom as a dynamic learning community which links “community” and “practice” through three dimensions: 1) mutual engagement, 2) a joint enterprise, and 3) a shared repertoire” (Wenger, 1998, p. 73). Through the development of an intellectually safe and trusting community, the students can critically engage in discussing controversial and sensitive topics relating to prejudice and marginalization. Working collaboratively, the students will share a repertoire that consists of readings, stories, artifacts, experiences, and concepts.

This course is designed to include a variety of instructional strategies and address multiple intelligences and modalities. Students will participate in art projects, writing, listening, discussion, and presentations. The activities will include individual and group work. The instructional procedures will be divided in the following way.

- Collaborative/cooperative learning activities (Approximately 20%)
- Discussion groups (Approximately 20%)
- Student presentations (Approximately 20%)
- Media presentations (Approximately 20%)
- Lecture (Approximately 20%)

Required Reading


Course readings to be supplied by instructor and accessible through Dropbox and the university library.

5 – ASSESSMENTS

Overview
Every class session includes time devoted to peer discussion. Papers are shared in small groups and written feedback is provided to one another on the insight papers. Instructor comments are also provided each week. For the major papers, students submit drafts of their papers which are critiqued/discussed in peer review groups. I meet with students individually in small groups to discuss the drafts and clarify questions. I also provide written feedback on the drafts. I discuss the criteria for the papers and share concrete examples of what should be included in the papers. In addition, I meet individually with students outside of class who require extra assistance on their papers.

Folder
Each student is given a folder in which they keep track of assignments. At the end of each class, the students write a brief reaction, or reflection on the class. The student comments provide me with feedback to help me be responsive to the students’ learning needs.
Insight Papers 20 points
1-2 page (typed) papers are to be written for assigned readings. The 1-2 pagers are insight papers that include what you think are the significant ideas from the readings. In addition, the papers should include any connections you see across other readings, and any connections to your personal experiences. At the end of each paper, students write one question that they have about the article or reading.

Autobiographical collage and reflection paper 10 points
This assignment has two parts. The first part involves designing and constructing an autobiographical collage that represents your cultural identity. The collage should incorporate attributes or characteristics of culture that research indicates influence teaching and learning. These attributes are race, gender, ability/disability, ethnicity, religion/spirituality, sexuality, language and social status. Construct the collage on poster board for display and presentation in class. Use any media you like: printed text, photographs, magazine ads, newspaper headlines, objects, etc. Be prepared to share your collage with the class and discuss how each element of your collage represents a component of your cultural identity. Make an outline of the characteristics and artifacts.

The second part of the assignment involves your reflection on the process of creating your cultural identity. How did you approach this activity? What issues and/or ideas regarding your cultural identity did you discover as you constructed your collage? Which of the cultural characteristics are most significant for you? Give examples of your experiences in groups that are a significant part of your life. How is your involvement in that group expressed in your day-to-day life?

Personal History Paper 15 points
Peer review draft due: (Week 6 ) Final due: (Week 7 )
This paper is about you. Who are you as a person? Write a five page paper that covers the following areas: (1) Share your personal history and family background, (2) critically reflect on how your ethnicity and your social class, gender, exceptionality, language/languages, religion affect your identity, and (3) discuss how your family background, culture, and prior experiences influence your beliefs about teaching and student learning. Think about your writing of your history/autobiography as an inquiry into yourself as a person as a process of discovery. How does your ethnicity, history and cultural identity influence you as a multicultural and cross-culturally aware individual? (5-6 pages)

Personal history anthology (synthesis of anthology)/Lessons learned
Peer review draft due (Week 12 ) Final due (Week 14 )
One way to increase our awareness and understanding about multiculturalism is to start first with ourselves and understand who we are, and how culture and cultural context influence our beliefs, values and behaviors. Another way is to learn about individuals from other cultures/backgrounds with different experiences and beliefs. We will use our personal histories-autobiographies and our experiences in classrooms as a text to analyze our understandings about multiculturalism within the class and make connections to our experiences in Tokyo. This paper is a synthesis and reflective inquiry into what you learned during the semester about multicultural education. In your paper show connections to the readings, use examples and evidence from the readings, our field experiences, your written papers, books or videos to support your claims. How have your understandings about multicultural education and culture in Tokyo changed? Cite specific evidence or examples. How is multiculturalism incorporated in classrooms in Tokyo? Discuss your developing beliefs about multicultural education including your beliefs about 1) issues of language and culture, use of multicultural literature or other resources, creating community in the classroom, curriculum development, prejudice reduction, equity pedagogy and any other concepts as appropriate. What, if any, evidence is there of changes in your thinking about multicultural education and multiculturalism in Tokyo? Discuss specific reasons for these changes/new understandings. (7-8 pages)

Team lesson/presentation (Partner) 10 points

With a partner, select a children's book, song, reading or other media form that you will share in a classroom in Tokyo. You will teach a lesson using the book, song or reading. Tell the class who the target audience is (grade level), why you are teaching this lesson (rationale), why you chose the particular material, how it relates to a multicultural education topic, and present how you will use it in the classroom. Submit lesson plan. (15-20 minutes)

Assignments and Grading

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Points</th>
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</thead>
<tbody>
<tr>
<td>Insight papers/Collage</td>
<td>30</td>
</tr>
<tr>
<td>Family history/autobiography</td>
<td>15</td>
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<tr>
<td>Anthology synthesis paper/Lessons learned</td>
<td>30</td>
</tr>
<tr>
<td>Team lesson/presentation</td>
<td>10</td>
</tr>
<tr>
<td>Attendance and participation</td>
<td>15</td>
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<tr>
<td><strong>Total</strong></td>
<td><strong>100</strong></td>
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1. **Personal Artifacts**- Students learn about the professor based on the personal artifacts shared with the class. This provides the class to confront the assumptions that we, as humans, make about one another on a daily basis. The students will bring in their own artifacts to share with their classmates in an effort to build a community of learners (Knowles & Cole, 1998; Zeichner, 1990).

2. **Community Ball**- The students and instructors will co-create a community ball that would be used for class discussions.

3. **Folder Comment System**- Each student will have a folder to write comments at the end of each class. The file folders serve as a personal form of communication with each student. The folder comments also serve as formative assessment and a source of data from for planning future learning activities.
4. **Autobiographical Collages and Reflection Papers** - The students create autobiographical collages to visually represent their “multicultural identity” to the rest of the class. Accompanying their collages are reflection papers that explain the students’ thinking about the construction of the collage. This activity provides a window into the students’ conceptual understanding of what is meant by multicultural education.

5. **Personal History Papers** - The students will write papers that: 1) Share their personal history and family background; 2) They will critically reflect on their ethnicity, social class, gender, sexual orientation, exceptionality, language, religion and how these multicultural characteristics impact their own sense of identity; and 3) Discuss how their family background, culture and prior experiences influence their beliefs about multiculturalism and culture in Italy. The students will share these papers with other students in the course (Lawrence – Lightfoot, 1994).

6. **Personal History Anthology** - A class anthology which serves as a multicultural text is compiled. The personal histories serve as an authentic text that can be analyzed to convey the classes understandings about multiculturalism. The students integrate the terms and concepts discussed in class to write a synthesis paper that describes the findings that resulted from their categorical analysis of the personal histories (Beck et al, 2004; Richardson, 1997).

7. **Team Lesson** - The students in pairs will incorporate multicultural concepts into a lesson that they present to a classroom in Tokyo.

8. **Lessons Learned Paper** - At the end of the course the students will write a paper that synthesizes the information that they have gathered from the readings, their own writing, field experiences, class discussions and other sources throughout the semester.

9. **Insight Papers** - Each week students respond to selected readings and write a reflective one to two page paper. The reflections will be shared in small groups where the students write comments on each other’s papers and engaged in small group discussions before sharing out ideas with the entire class.

10. **Other Class Activities** - These included large group discussions, guest speakers, field trips, concept mapping, lectures and other inquiry-oriented activities.

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**Assessment Criteria for Insight Papers**

<table>
<thead>
<tr>
<th>Criteria Score</th>
<th>Unacceptable (1)</th>
<th>Acceptable (2)</th>
<th>Target (3)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Level of Critical Thinking</strong></td>
<td>Writes brief responses, which fulfill the assignment at a basic level. Demonstrates limited understanding about multiple perspectives.</td>
<td>Demonstrates the ability to make personal connections to the readings, as connecting the content to current events, situations, and issues related to culture and diversity in Tokyo/Japan.</td>
<td>Demonstrates the ability to make personal connections to the readings, as well as connecting the content to current events, situations, and issues related to culture and diversity in Tokyo/Japan. Demonstrates the ability to back up claims with evidence from the readings.</td>
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<td></td>
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<td>Poses questions which</td>
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**EXAMS**

Final Responsibility Project.
Your final paper is due our last class.

**7 - EVALUATION and GRADING SYSTEM**

<table>
<thead>
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<tbody>
<tr>
<td>Insight papers/collage</td>
<td>30</td>
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<tr>
<td>Multicultural personal history</td>
<td>15</td>
</tr>
<tr>
<td>Team lesson/presentation</td>
<td>10</td>
</tr>
<tr>
<td>Attendance, Participation</td>
<td>15</td>
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<tr>
<td>Final-anthology synthesis/lessons learned</td>
<td>30</td>
</tr>
<tr>
<td><strong>TOTAL points</strong></td>
<td><strong>100</strong></td>
</tr>
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Following **grading system** will be observed:

**8 - ATTENDANCE and BEHAVIOUR**

**Mandatory attendance.** Please note that:
- If the student misses THREE classes, the **Final grade** will be lowered by one full letter grade.
- If more than THREE classes are missed, **NO credits** will be given for this course.

It is the responsibility of the student to catch up on any missed work and to keep track of his or her absences. If a class occasionally creates conflict with another class, the student is **required to inform both instructors in advance**.
- Courtesy and respect for different points of view is essential in order to ensure an intellectually safe community of learners.
- Listen and provide space for others to participate.

Students may NOT use cell phones during classes. Coming late and leaving earlier affects the attendance and participation grade. All students “at risk” of failing will always be alerted by the instructor who will also inform the student’s advisor. A no-show on days of visits counts as an absence.

**Academic dishonesty:** should issues of academic dishonesty arise (plagiarism and so on), the teacher will refer to the UH written policy on such matters.

**READINGS and SOURCES**

**Textbook - Required**

**Required Course Reading packet:** This will be provided by your instructor on a CD. A copy of the required readings will also be available on Dropbox and at the school library.

**VISITS and TRIPS** - Two-three school/community field trips TBA.

**CLASS SCHEDULE**
*Please note that the contents of individual classes may be changed throughout the course according to the class’s progress.*

1) **Week 1**
- Introductions (Instructor and students). Course Overview - introduction to the syllabus, course reader, assignments and projects.
- Assumptions, prior multicultural experiences.
- What is culture? What is multiculturalism?
- Present instructor multicultural artifacts

**Readings:** Banks, Preface and Chapter 1 (Goals and Misconceptions pp. 1-12)

**Assignment:** Write 1-2 page insight paper that includes reactions and connections to the reading. Bring in pictures and artifacts (4-5 total) that represent your multicultural identity.

2) **Week 2**
- **Topic:** Identity/Self Understanding
- Characteristics of culture/cultural selves
- Who Am I?

**Readings:** Planting Seeds to harvest fruits: Becoming multicultural educators. (Course reading packet).

**Assignment:** Write 1-2 page insight paper that includes reactions and connections to the reading. Construct a multicultural collage poster

3) **Week 3**
- **Topic:** Purpose of Education from Diverse Cultural Perspectives
What is the culture of the classroom?
Video: A Class Divided

**Readings:** Banks, Chapter 2 “Citizenship Education and Diversity in a Global Age” and one additional reading provided by instructor.

**Assignment:** Write 1-2 page insight paper that includes reactions and connections to the film and reading. Also continue adding to your freewrite by discussing how the video depicts discrimination in the classroom.

4) Week 4  
**Topic:** Multicultural Characteristics  
Discuss themes: culture, gender, language, religion, exceptionality, social class

**Readings:** 1. Banks, Chapter 3 “Dimensions and School Characteristics”  
Culture-Based Education

**Assignment:** Write 1-2 page insight paper that includes reactions and connections to the reading. Compare and contrast the 5 dimensions of multicultural education to culture-based education. Be specific with similarities and differences.

5) Week 5  
**Topic:** Culturally Inclusive Context  
Prejudice Reduction: Perspective Taking
Video: Fighting Iliini

**Readings:** Banks, Chapter 4, “Curriculum Transformation”  
And Au, K. article

**Assignment:** Write 1-2 page insight paper that includes reactions and connections to the reading. Also continue adding to your freewrite by discussing how the video depicts discrimination.

6) Week 6  
**Topic:** Approaches to Multicultural Curriculum  
Place-Based Education  
**Fieldtrip:** TBA

**Assignment:** Draft of personal history due

7) Week 7  
**Topic:** Debriefing Field Trip
Video: Paper clips

**Readings:** Banks, J. Chapter 6 “Teaching with Powerful Ideas”

**Assignment:** Multicultural Personal History Paper due.

8) Week 8  
**Topic:** Culturally Responsive Teaching  
Multicultural Instruction and Perspective Taking
Read book (in class) The Real Story of the Three Little Pigs

**Readings:** Reading provided by the instructor.

**Assignment:** Develop lesson presentation.

9) Week 9  
**Topic:** Schools in Tokyo/Japan: Prejudice, Stereotypes, Discrimination  
Italy

Freewrite: What are some stereotypes of students/individuals in Tokyo? What are examples of discrimination/marginalization in Tokyo?
What is the impact of immigration on schools in Tokyo/Japan?

Video: The Class

Readings: Read class anthology—moving from self to others

Assignment: Identify common themes across the class papers. How do these themes relate to multiculturalism in Italy?

10) Week 10  Topic: Multicultural characteristics in Tokyo
Field Trip: TBA

Readings: Banks, J. Chapter 7 “School Reform and Intergroup Education”.

Assignment: Based on field notes write response to the question: In what ways does discrimination (racism, classism, gender, etc.) occur in Tokyo? Provide specific examples.

Debrief field trip

Readings: To be provided by the instructor.

Assignment: Write draft of final multicultural synthesis paper

12) Week 12  Topic:
Lesson presentations
Peer review of drafts

Readings: Review Banks, Chapter Provided by the instructor.

Assignment: Refine and bring draft of paper

13) Week 13  Topic: Lesson presentations
Peer review of papers

Readings:
Assignment:

14) Week 14  FINAL EXAM – Final Project Presentations