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EDU 514.50: Education Across Cultures

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EDU 514: EDUCATION ACROSS CULTURES

University of Montana

Phyllis J. Washington College of Education and Human Sciences

Instructor Information:

Bonnie Spence

Department of Teaching & Learning

Email: bonnie.spence@umontana.edu

Office: ED 307

Classes Dates & Location:

This online course runs from Monday, January 11 through Friday, April 30, 2021. It is taught online via Moodle.

Virtual office hours by appointment

Please email with any questions you may have or if you prefer, we can make an appointment to talk over the phone or on campus.

Research Support:

Kate Zoellner

Associate Professor and Education Librarian

Maureen and Mike Mansfield Library

406.243.4421 phone

800.240.4939 toll-free

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Tech Support:

UMOnline: 406.243.4999

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Course Description

This course is designed to support graduate students as they develop frameworks for seeing, understanding, and engaging with difference, identity, oppression, justice, and equity in the classroom and other educational contexts. In this course, graduate students will develop an understanding of multicultural education as an idea, an educational reform movement, and a process aimed at remedying existing inequities in schooling, particularly those related to race, gender, sexuality, and socio-economic status. This course asks students to develop a view of educators as powerful change agents who can affect their schools' (and/or other institution's) cultures, values, and curricula in ways that benefit students and communities.

Course Outcomes

- Recognize ways in which culture, prejudice, discrimination, privilege, inequity, and schooling are interrelated.
- Recognize historical, economic, psychological and social factors that have influenced present social conditions for many culturally diverse groups in the United States.
- Have an awareness of the various school factors that influence the education of culturally diverse students.
- Examine the nuances of culture, identity, biases, assumptions, stereotypes, and prejudices.
- Analyze, critique, and discuss current issues in multicultural education.
- Identify ways in which teachers and schools can prepare young people for cross-cultural understanding and participation in culturally diverse societies.
- Identify, evaluate and use multicultural instructional materials and electronic resources to engage in culturally responsive teaching.

Required Textbook

All texts and videos are available on Moodle with the exception of the following book:

Banks, J. A., & Banks, C. A. (2020). *Multicultural education: Issues and perspectives*. Indianapolis, IN: John Wiley & Sons.

Course Evaluation

Students will be assessed based on their participation in the discussion forum and completion of assignments. Grading plan will be based on the following:

| | |
|---------------------------------------|-----|
| Discussion Forum & Book Leader Report | 40% |
| Interview | 15% |
| Feedback to Interview | 10% |
| Final Paper | 35% |

Grading Scale

| | |
|----|-------------|
| A | 94-100 |
| A- | 90-93.99 |
| B+ | 87-89.99 |
| B | 83-86.99 |
| B- | 80-82.99 |
| C+ | 77-79.99 |
| C | 73-76.99 |
| C- | 70-72.99 |
| D+ | 67-69.99 |
| D | 60-66.99 |
| E | 59% or less |

Forum Schedule

Refer to the Moodle Page Assignment Drop Box for due dates of assignments other than forums. Below is the schedule for student led book discussions.

| Chapter | Week of Moodle Unit | Discussion Leader(s) | Discussion leader posts initial question to forum by 11:55 pm on | All students respond to initial question by 11:55 pm on | Student follow-up responses to peers and to the discussion leader closes on |
|---------|---------------------|------------------------------------------------------------|------------------------------------------------------------------|---------------------------------------------------------|-----------------------------------------------------------------------------|
| | 1/11-1/15 | Instructor led forum Introduction and Schooling the World | | | |
| 1& 2 | 1/19-1/22 | Instructor led forum Chapters 1 & 2 | | | |
| 3 | 1/25-1/29 | Nicholas D. | 1/22 | 1/29 | 2/8 |
| 4 | 1/25-1/29 | Sarah D. | 1/22 | 1/29 | 2/8 |
| 5 | 2/1-2/5 | Jen E. | 1/29 | 2/5 | 2/15 |
| 6 | 2/1-2/5 | Juliana H. | 1/29 | 2/5 | 2/15 |
| 7 | 2/8-2/12 | Jennifer H. | 2/5 | 2/12 | 2/22 |
| 8 | 2/16-2/19 | Cameron K. | 2/12 | 2/19 | 3/1 |
| 9 | 2/16-2/19 | Chaucer L. | 2/12 | 2/19 | 3/1 |
| 10 | 2/22-2/26 | Alyssa L.J., Austin T. | 2/19 | 2/26 | 3/8 |
| 11 | 3/1-3/5 | James L. | 2/26 | 3/5 | 3/16 |
| | 3/1-3/5 | Instructor led forum to develop common interview questions | | | |
| | 3/8-3/12 | Instructor led forum on School Funding | | | |
| 12 | 3/15-3/19 | Abigail M. | 3/12 | 3/19 | 3/29 |
| 13 | 3/15-3/19 | Bradley M. | 3/12 | 3/19 | 3/29 |
| 14 | 3/22-3/26 | Kylie M., Patrick S. | 3/19 | 3/26 | 4/9 |
| 15 | 4/5-4/9 | Bilguissa M. | 4/2 | 4/9 | 4/19 |
| 16 | 4/12-4/16 | Rebecca P. | 4/9 | 4/16 | 4/23** last day of classes |

Discussion Forum

Due weekly. Students are to respond to the initial prompt during the current week and have one additional week to post follow-up responses. Book Discussion Leaders will develop the initial prompt prior to the week and manage the discussion over the two week period by posting the initial prompt, responding to posts, and posting relevant follow-up questions. Upon closure of the topic, the Book Discussion Leader will submit a Leader Report. Detailed information on the expectations of discussion forums, assessment criteria, and Book Leader Report template are located in the Syllabus and Course Overview page on Moodle.

How you participate in discussions and how you support and challenge each other's understanding will be fundamental to what you learn throughout the course.

Interview

Each student will interview an international educator who has had experience teaching a diverse group of students. The class will brainstorm and refine five common questions that will serve as the interview questions. Interviews will be conducted via email, phone, or video conferencing by choice of the

interviewee and interviewer. Detailed information on the expectations of interview, assessment criteria, and sign up for your interviewee are located in the Syllabus and Course Overview page on Moodle.

Group Summary of Interview Information

A summary of interview findings will be created by small groups. Each group will be assigned to read the resulting interview information for one of the five common questions, analyze the information and present that information in a shared document to the class. Each small group member will be responsible for gathering information on a particular aspect of their assigned question. Detailed information on the expectations and assessment criteria are located in the Syllabus and Course Overview page on Moodle.

Final – Multicultural Education Project

You will develop a multicultural education project that includes a lesson unit, a teaching/educational approach, or a professional project (for those who are not teachers) that promotes multicultural education principles. The multicultural education project is a synthesis of course learning, where you will demonstrate your knowledge of the themes, theories, and concepts discussed in the course. Detailed information on the expectations and assessment criteria are located in the Syllabus and Course Overview page on Moodle.

Specification for Papers

All assignments are expected to be free of grammatical errors. Citations and references should follow the American Psychological Association (APA) style of citation. For an in-depth review of APA formatting and style guidelines, please visit: <http://owl.english.purdue.edu/owl/resource/560/02/>

Course Policies, Procedures, And Expectations

Student Conduct Code

All students will be expected to comply with the academic honesty policies described in the *University of Montana Student Conduct Code*, which embodies the ideals of academic honesty, integrity, human rights and responsible citizenship. It is also expected that each student will foster a collegial learning environment by sharing his or her experiential and academic knowledge and practices, as well as respectfully listening to the viewpoints of others and following basic netiquette rules. Students who need individualized accommodation due to a disability should contact the professor at the beginning of the course. For more information, visit the Disability Services website or call (406) 243-2243 (voice).

Assignment Due Dates/Times

All activities are due on the designated day by 11:55 PM Mountain Standard Time. If you have extenuating circumstances let me know before the work is due, so that an accommodation can be considered. Assignments not submitted on the due date will not be considered for grading, unless you contact me prior to the due date. You are responsible for investing the time necessary to consider the issues at a level appropriate for a graduate student.

Technical Requirements

You need computer access to open files and videos and to post forum responses and upload written assignments. Course content includes PDF files, Microsoft Word Documents, You Tube videos and embedded media.

Need a clarification about the syllabus or course assignments? Use the Syllabus or Assignments Questions Forum in the Course Overview page of Moodle. The questions and responses will serve as a FAQ for everyone in the course to access. If your question is of a more personal nature, please email me privately at bonnie.spence@mso.umt.edu.