

St. John's University
Department of Human Services and Counseling
Bilingual Education / TESOL Programs
EDU 5105– Human Development in Cross Culture Perspective–
IN CLASS – 30 HOURS

Cynthia Douglas, Ph.D.

douglac3@stjohns.edu

Class: July 6, 7, 8, 27, 28, & 29

***STUDENTS MUST ACTIVATE THEIR ST. JOHN'S E-MAIL ACCOUNT AS I WILL NOT USE ANY PERSONAL E-MAIL ADDRESSES; IT IS THE UNIVERSITY'S POLICY!**

TIME REQUIREMENT FOR EDU 5105:

The New York State Education Department regulations require the commitment: for 3 Credit Course with 30 contact hours per term, the amount of supplementary time requires outside of class is minimally 120 hours (e.g. field work, readings, preparation for class discussions, projects, papers, and study time).

COURSE DESCRIPTION:

This course presents a cross-cultural framework for the study of childhood and human development. Existing developmental theory is examined in light of cross-cultural research. Emphasis is placed on the effects of cultural characteristics of the individual. Application is relevant information on teaching / learning process of the English language learner is explored.

Grades:	A=95-100	A-=90-94	B+=85-89	B=80-84	B-=75-79
	C+=70-74	C=65-69		F= Below 65	

Please Note:

For Students with Disabilities-Under the Americans with Disabilities Act and Section 504 of the Rehabilitation Act of 1973, colleges are required to provide reasonable accommodations for documents disabilities. Such documentation should be on file at the Student life Office. If students require such services, please see me by the second class of the semester.

COURSE OBJECTIVES

1. Recognize and accept the value of ethnic diversity and communication value of cultural pluralism.
2. Identify and understand different patterns of human development with and between cultures in order to formulate realistic objectives.
3. Respond positively to the diversity of behavior involved in multicultural environments.
4. Recognize and understand the similarities and differences between Anglo-Americans and other cultures and the possible conflicts and opportunities they create.
5. Identify and understand the learning characteristics of culturally-different children.
6. Recognize the impact of culture in the development of a human's identity, self image, attitudes, and personality.

ALIGNED TEACHER PREPARATION STANDARDS

Candidates know, understand and we the major concepts, principles, theories and research related to the nature and role of cultures and cultural groups to construct positive learning environment.

Candidates know, understand and use the major concepts, principles, theories, and research related to the nature and role of culture in language development and academic achievement.

Candidates plan multicultural activities and are flexible in grouping students to meet instructional needs of linguistically and culturally diverse student populations.

Candidates know, understand, and use the major concepts, principles, theories, and research related to the nature and role of culture in language development and academic achievement.

Candidates understand various issues of assessment (e.q. cultural) in assessment, IQ and special education testing. Candidates understand various issues of assessment. (e.q., political, social and psychological factors) in assessment.

Course Requirements:

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|------------------------------------|-----------------|
| 1. Ethnography & Education Project | 50 Points Total |
| 2. Attendance/Participation | 20 Points Total |
| 3. Journals | 30 Points Total |

Required Text:

Gollnick, D.M. & Chinn, P.C., Multicultural Education in a Pluralistic Society. Upper Saddle River, NJ: Pearson 2009.

Manheim Teel. K. & Obidah, J., Building Racial and Cultural Competence in the Classroom. New York and London, Teachers College: 2008.

Supplementary Text:

Banks, J.A., Cultural Diversity and Education, 5th Edition. Boston, MA: Allyn and Bacon 2006.

Course Outline:

<u>Session</u>	<u>Topic of the Day</u>	<u>Assignments</u>
Friday, July 6	Introduction – Overview of Course, Chapter 1 & 2	Journal A Prep. for Chapters 3, 4, & 5 for Saturday.
Saturday, July 7	Chapters 3, 4, 5	Journal B Prep. For Chapters 6 & And 7 for Sunday
Sunday, July 8	Chapters 6 & 7	Journal C {Journals A-C Due on July 27 th }; Read Chapters 8, 9, 10; Work on Ethnography & Education Projects

Friday, July 27	Chapter 8 Turn-in Journals A-C	Review 9 &10 for Sat.
Saturday, July 28	Chapters 9 & 10 Work on Projects	Projects due Sunday;
Sunday, July 29	Presentation of Projects	Have a great summer!

Note: All Assignments Must Be Submitted in the Following Format:

- Typed
- Double-spaced
- Times New Roman – 12 point
- Dated
- Original – no copies/faxes

TASKS

Class Participation and Weekly Assignments

It is imperative that you attend ALL classes as this course contains a significant interactional component. You will be expected to actively engage in the learning experience through various small group and class discussions and activities. You will need to prepare for each class by doing the readings. It is also important for your professional development that you be able to analyze information and discuss it with your peers. To this end, this grade is not only dependent on your attendance but on your being prepared and able to contribute meaningfully to class discussions on each topic.

Journals

You must keep a journal. The journal is a place for critical reflections. Your responses should pose questions, challenge and support specific views, make connections to your own experiences and so forth. Journal entries will be submitted as designated on the syllabus. The topic of each entry will be left to your discretion. You must discern what elements from the readings of Building Racial and Cultural Competence in the Classroom are of import to you. Journal entries are each 2-3 pages, double-spaced, Times New Roman, 12 font.

Ethnography & Education Project

This project is designed to assist in the development of culturally sensitive teachers in order to work with students from diverse backgrounds; dispositions that respect and value differences, and skills for working in diverse settings. The intent of this project is to take close inspection of our own cultural biases and stereotypes as well as developing awareness and understanding of diverse student population.

Ethnography signifies studying a culture. Ethnographic research in education make an attempt to consciously remove judgments, predetermined classifications and interpretations of actions based on the researchers' culture of origin, and to create an image of the worldview of the culture they are studying (Thornton & Garrett, 1995, p. 67).

In this project you will employ either/or in-depth, open-ended interviews, direct observations of activities/instruction, events, and behaviors in order to gather evidence of multicultural aspects of education in your school. You may also gather data in the form of material culture for your research. For those of you who do not have a school, you can select a school of your choice and conduct your research accordingly.

The project is both an individual and group effort. Each person in the group {group of 2 people} will research and investigate the existence of (or lack thereof) multiculturalism in their school district in some form and write their 6 page research paper accordingly. The group component of the project entails members discussing their projects and critiquing each other's findings and what items could be implemented in order to make their school more multicultural. The critique will be completed on Sunday, July 29th and may be handwritten or typed; it is not included in the individual research report. It is a separate piece of writing and does not need to be APA style.

You will write a 6 page report (the 6 pages do not include the title, abstract, and reference pages) about multicultural education and how it is exemplified in the instruction, teachers/students and/or instructional materials in your

school.

Use APA reference style, 6th edition manual. You must have a cover page, abstract, and reference page; this is not included in the five pages of report content. You must cite at least 2-3 academic texts and/or professional articles that will support your research of multicultural education. Your presentation should be 30 minutes in length; no Power Points are to be used. You may have an executive summary in Word or Power Point to show the class but that is all.

Reference

Thornton, S., & Garrett, K. (1995). Ethnography as a bridge to multicultural practice. *Journal of Social Work Education*, 31(1), 67-74.

Booklist

Assessing English Language Learners: Bridges From Language Proficiency to Academic Achievement

Margo Gottlieb (Author)

Publisher: Corwin Press (January 6, 2006)

Bilingual and ESL Classrooms: Teaching in Multicultural Contexts

Carlos J. Ovando (Author), Mary Carol Combs (Author)

Publisher: McGraw-Hill Humanities/Social Sciences/Languages; 5th edition (March 22, 2011)

Black Skin, White Masks

Frantz Fanon (Author)

Publisher: Grove Press; Revised edition (September 10, 2008)

Bridges to the Ancestors: Music, Myth, and Cultural Politics at an Indonesian Festival

David D. Harnish (Author)

Publisher: University of Hawaii Press (December 2005)

Challenging Gender Norms: Five Genders Among Bugis in Indonesia (Case Studies in Cultural Anthropology)

Sharyn Graham Davies (Author)

Publisher: Wadsworth Publishing; 1 edition (September 25, 2006)

City Schools and the American Dream: Reclaiming the Promise of Public Education
Pedro A. Noguera (Author)

Publisher: Teachers College Press (October 1, 2003)

Colonial and Postcolonial Literature Elleke Boehmer (Author)

Publisher: Oxford University Press, USA; 2 edition (December 8, 2005)

Comprehensive Multicultural Education: Theory and Practice (7th Edition)

Christine I. Bennett (Author)

Publisher: Allyn & Bacon; 7 edition (January 25, 2010)

Culture and Imperialism Edward W. Said (Author)

Publisher: Vintage (May 31, 1994)

Culture in School Learning: Revealing the Deep Meaning

Etta R. Hollins (Author)

Publisher: Routledge; 2 edition (February 29, 2008)

Curriculum Planning: Integrating Multiculturalism, Constructivism and Education Reform

Kenneth T. Henson (Author)

Publisher: Waveland Press (September 15, 2009)

Diversity and Multiculturalism

Shirley R. Steinberg (Author, Editor)

Publisher: Peter Lang Publishing; First printing edition (April 24, 2009)

Ethiopian Sovereignty: African Nationhood : Voices from the African Diaspora Call...

Ras E. S. P. McPherson (Author)

Publisher: EWorld Inc. (July 3, 2001)

Great Speeches by African Americans: Frederick Douglass, Sojourner Truth, Dr. Martin Luther King, Jr., Barack Obama, and Others

James Daley (Editor)

Publisher: Dover Publications (April 28, 2006)

Identity by Design: Tradition, Change, and Celebration in Native Women's Dresses National Museum Of The American Indian (Author)

Publisher: Smithsonian (February 6, 2007)

Imagined Communities: Reflections on the Origin and Spread of Nationalism (New Edition)

Benedict Anderson (Author)

Publisher: Verso; New Edition (November 17, 2006)

Indonesian Politics Under Suharto: Order, Development and Pressure for Change (Politics in Asia)

M. Vatikiotis (Author)

Publisher: Routledge; 2 edition (June 1994)

Language and Symbolic Power

Pierre Bourdieu (Author)

Publisher: Harvard University Press (December 12, 1999)

Making Content Comprehensible for English Learners: The SIOP Model (3rd Edition)
Jana Echevarria (Author), MaryEllen Vogt (Author), Deborah J. Short(Author)
Publisher: Allyn & Bacon; 3 edition (May 5, 2007)

Other People's Children: Cultural Conflict in the Classroom
Lisa Delpit (Author)
Publisher: New Press, The; 1 edition (August 1, 2006)

Pedagogy of the Oppressed
Paulo Freire (Author)
Publisher: Continuum; 30th Anniversary edition (September 1, 2000)

Power/Knowledge: Selected Interviews and Other Writings, 1972-1977
Michel Foucault (Author)
Publisher: Vintage (November 12, 1980)

Reading, Writing and Learning in ESL: A Resource Book for Teaching K-12 English Learners
Suzanne F. Peregoy (Author), Owen F. Boyle (Author)
Publisher: Allyn & Bacon; 5 edition (April 20, 2008)

Steady Gains and Stalled Progress: Inequality and the Black-White Test Score Gap
Katherine Magnuson (Editor), Jane Waldfogel (Editor)
Publisher: Russell Sage Foundation Publications (October 2011)

The Archaeology of Knowledge & The Discourse on Language
Michel Foucault (Author)
Publisher: Vintage; Reprint edition (September 12, 1982)

The Black Atlantic: Modernity and Double-Consciousness
Paul Gilroy (Author)
Publisher: Harvard University Press; Reissue edition (March 8, 1993)

The CALLA Handbook: Implementing the Cognitive Academic Language Learning Approach (2nd Edition)
Anna Uhl Chamot (Author)
Publisher: Pearson ESL; 2nd edition (February 22, 2009)

The Crosscultural, Language, and Academic Development Handbook: A Complete K-12 Reference Guide (4th Edition)
Lynne T. Diaz-Rico (Author), Kathryn Z. Weed (Author)
Publisher: Allyn & Bacon; 4 edition (March 6, 2009)

The Death and Life of the Great American School System: How Testing and Choice Are Undermining Education
Diane Ravitch (Author)
Publisher: Basic Books (March 2, 2010)

The Empire Writes Back: Theory and Practice in Post-Colonial Literatures
Bill Ashcroft (Author), Gareth Griffiths (Author), Helen Tiffin (Author)
Publisher: Routledge; 2 edition (July 2002)

The Figuration of Caliban in the Constellation of Postcolonial Theory: A
Comparative Study
Paulus Sarwoto (Author)
Publisher: VDM Verlag (May 15, 2009)

The Flat World and Education: How America's Commitment to Equity Will
Determine Our Future
Linda Darling-Hammond
(Author)
Publisher: Teachers College Press (January 15, 2010)

The Horse in Blackfoot Indian Culture (Classics of Smithsonian Anthropology
Edition)
John C. Ewers (Author)
Publisher: Smithsonian (October 17, 1979)

The Interpretation Of Cultures
Clifford Geertz (Author)
Publisher: Basic Books (May 19, 1977)

The Latin American Cultural Studies Reader (Latin America Otherwise)
Ana Del Sarto (Editor), Alicia Ríos (Editor), Abril Trigo (Editor)
Publisher: Duke University Press Books; First Edition (July 5, 2004)

The Location of Culture
Homi K. Bhabha (Author)
Publisher: Routledge; 2 edition (September 29, 2004)

Theorizing Diaspora: A Reader (Key Works in Cultural Studies)
Jana Evans Braziel (Editor), Anita Mannur (Editor)
Publisher: Wiley-Blackwell; 1 edition (February 3, 2003)

The Savage Mind (Nature of Human Society)
Claude Lévi-Strauss (Author)
Publisher: University Of Chicago Press (September 15, 1968)

The Social Life of Things: Commodities in Cultural Perspective (Cambridge Studies
in Social and Cultural Anthropology)
Arjun Appadurai (Editor)
Publisher: Cambridge University Press; 1st Paperback Edition (January 29, 1988)

The Souls of Black Folk
W.E.B. Du Bois (Author)
Publisher: CreateSpace (October 24, 2011)

The Wretched of the Earth
Frantz Fanon (Author),

Publisher: Grove Press (March 12, 2005)

Tongue-Tied: The Lives of Multilingual Children in Public Education
Otto Santa Ana (Editor)
Publisher: Rowman & Littlefield Publishers (March 2004)

Understanding Material Culture
Ian Woodward (Author)
Publisher: Sage Publications Ltd (May 29, 2007)

Links:

APA Div. 12 (Sec. IV) Clinical Psychology of Ethnic Minorities

<http://www.apa.org/divisions/div12/sections/section6/>

APA Div. 40 Women in Neuropsychology

http://www.div40.org/Committee_Activities_Pages/Advisory_Committee/win.htm

APA Div. 40 Ethnic Minority Affairs Committee –

http://www.div40.org/Committee_Activities_Pages/Advisory_Committee/ethnic_min_affair_com.htm

APA Guidelines on Multicultural Education, Training, Research, Practice, and Organizational Change for Psychologist

<http://www.apa.org/pi/multiculturalguidelines/formats.html>

APA Office of Ethnic Minority Affairs

<http://www.apa.org/pi/oema/homepage.html>

Asian American Psychological Association

<http://www.aapaonline.org/>

Association of Black Psychologists

<http://www.abpsi.org/>

Limited English Proficient Persons. Washington, D.C.: Author.

www.hhs.gov/ocr/lep/guide.html

Hispanic Neuropsychological Society

<http://www.hnps.org/>