ILAC 5233-221: Understanding Different Cultures

Course Description:
There are two main purposes in this course. The first is for us, as teachers, to develop a better understanding and appreciation of different cultures and of the challenges and benefits of cultural diversity. The second is to learn how to help students develop similar understandings.

Class Dates, Location and Hours:
- Dates: March 10 – 15, 2020
- Location: Building 2775, Rooms 10 and 11. Kapaun Air Station on Vogelweh Air Base.
- Hours: Tuesday - Friday 6:00-9:30 pm; Saturday and Sunday 8:30 a.m.-4:30 p.m.
- Last day to enroll or drop without penalty: February 10, 2020

Site Director:
Email: apramstein@ou.edu, Phone: DSN 480-6807, Civilian 06371-47-6807.

Professor Contact Information:
- Course Professor: Neil Houser, Ph.D.
- Mailing Address: College of Education
  820 Van Vleet Oval
  Norman, OK 73019
- Telephone Number: (405) 325-1498
- Fax Number: (405) 325-4061
- Email Address: nhouser@ou.edu
- Professor availability: The professor will be available via email to students before and after the class sessions. On-site office hours are half an hour before and after each class session, by appointment.

Instructional Materials:
Materials posted on the OU Canvas learning management system: Access Canvas at https://canvas.ou.edu, enter your OU NetID and password, and select course to access material. If you require assistance with Canvas, please click on the Help icon. You can search the Canvas guides, chat with Canvas support, or contact OU IT.

Articles and Chapters:
Simpson, Leanne Betasamosake. (2017). Nishnaabeg brilliance as radical resurgence theory (pp. 11-24). In As we have always done: Indigenous freedom through radical resistance. Minneapolis: University of Minnesota Press.


Houser (Cultural plunge...)


Films:


Bangladesh Climate change (Sadie’s video) https://www.youtube.com/watch?v=RMeEF-6A0f0 (56 min.)

Bangladesh Climate change (women taking a lead) https://www.bing.com/videos/search?q=bangladesh+climate+change&docid=608026518166045059&mid=F7099D4B0BBC709CEF11F7099D4B0BBC709CEF11&view=detail&FVRM=VIREHT (6 min.)

Color of Fear

Thirty Days (Immigration/Minute Man) https://vimeo.com/11155073 OR
https://www.youtube.com/watch?v=p3HR1YCxhrNY OR
https://www.google.com/url?sa=t&source=web&cd=&ved=0ahUKEwiPuszNr6LSAhUH1WMKHytYmVA2UQwq6CBw0wAA&usg=AFQjCNEF1sHIk2z9QIa2Iv5nPiG_UlkAfA&sig2=hK1FrjtmraqPSpWGZd4Tw
Starting Small

Children’s and Adolescent Literature:

Say, Alan. (19XX). Grandfather’s journey. xxx
Steptoe, John. (19XX). The story of Jumping Mouse. xxx
Young, Ed. (19XX). Seven blind mice. xxx

All readings and films should be carefully read/watched and studied before the first day of class, and then each should be carefully reviewed again before the designated class session in which it is to be addressed.

Course Objectives:

This course will help students better understand:

1. the meanings and significance of race, ethnicity, and culture;
2. the value of diversity in complex systems (social, environmental, and educational);
3. the importance of social critique and critical reflection;
4. different ways of thinking about cultural diversity (e.g., multicultural education; critical race theory);
5. creative ways to help children and adolescents learn the value of cultural diversity.

Daily Schedule:

Session 1:

- Course goals and expectations (Syllabus; Storm; Steptoe; Young)
- A bigger picture of education and life: Whitehead; Storm; Steptoe
• Race, Ethnicity, and Culture
• Learning and teaching: Banks (1989)
• Closed-book examination over Banks, 2004; Deloria; Simpson et al; Storm; Tschida et al; and Houser, 2005

Assignments: Banks (2004); Storm; Whitehead*; Banks (1989)*; Steptoe*; Young*

Session 2:
• A bigger picture of education and life: (1) Inquiry Island; (2) Ecological thinking (Houser)
• Learning and teaching: Praxis & CIF; (2) Starting small

Assignments: Houser (2005); Bangladesh climate change (Sadia’s)(V); Bangladesh Climate change and Floods (women taking a lead)(V); Starting small (V)*; Inquiry Island*; Praxis & CIF*

Session 3:
• Bigger picture: (1) Zinn; (2) Deloria (chap. 1)
• Learning and teaching: (1) Zinn; Adichie; Yolen

Assignments: Zinn; Deloria (chap. 1); Adichie (V); Yolen*

Session 4:
• Bigger picture: McIntosh; Takaki; Banks
• Learning and teaching: Banks; Say

Assignments: Takaki (chap. 1); McIntosh; Banks (2004); Say*

Session 5:
• Bigger picture: Color of fear; Simpson et al
• Learning and teaching: Tschida et al; Great Migration

Assignments: Simpson et al (OR Baldwin); Tschida et al; Color of fear (V)*; Great Migration*

Session 6:
• Bigger picture: Color of fear; Thirty days
• Learning and teaching: Adichie; Lemkin’s 4
• Course Summary: “Keeping it up” and “passing it on” |

Assignments: Thirty days (V) Color of fear (V)*; Lemkin’s 4*; Final Closed-Book Journal

V = Video
* = Will be presented in class.

MEANS OF ASSESSMENT

Quality Participation:
• Prepare for class (attendance, energy, study, completion of assignments, etc.)
• Think deeply about course materials and class conversations
• Listen and speak in small group and whole class discussions
• Respect and support the class community (both as a learner and a teacher)
• Exercise intellectual curiosity and the courage to consider new and different ideas
• Strive to understand others rather than proving your own views
• You are expected to be “all in”

Cultural Plunge:
This assignment is designed to promote a greater understanding of the feelings of groups and individuals who often experience (personal and/or social) alienation related to their minority status in our diverse society. It is also designed to clarify the importance of exposing oneself to a variety of social and cultural experiences and to reflect critically upon one’s personal reactions to those experiences. This assignment
includes a field experience and a typewritten report. Details will be discussed in class. The report will be due two weeks following the last day of class.

Closed-Book Journal (CBJ):
The Closed-Book Journal (CBJ) includes unannounced written discussions of the materials assigned for homework. Upon entering class, you should be prepared to provide, without notes: (1) a detailed explanation of the author’s thesis (problem and solution) and major concepts; and (2) a discussion of implications of the thesis and concepts for your own teaching. (Save these journal entries. They will not be graded individually. At the end of the semester you will return all journal entries, and I will grade them collectively.)

Final Closed-Book Journal:
The Final CBJ is an extended, comprehensive, closed-book journal at the end of the course. For this, you should be prepared to explain and connect: (1) the course goals; (2) the course readings and films (see CBJ Requirements); (3) your personal philosophy of education; (4) the 2PL and teaching approaches modeled and/or discussed in class.

Make-Up Papers (If Necessary):
Unless otherwise specified, you will be expected to type a separate (three page) Make-up Paper for each of the materials assigned for homework and presented in class that you were unable to discuss due to late arrival, early departure, or absence from class. Each Make-up Paper should include: (1) a detailed explanation of the author’s thesis (problem and solution) and main concepts; and (2) a detailed discussion of the implications of the thesis and main concepts for your current or future teaching. Submit Make-up Papers no later than the class following yAlso, note that these Make-up Papers are not a substitution for class attendance. They merely provide an indication of your understanding of the materials you were unable to discuss in class.

Midterm Conference:
Each of you will schedule a meeting with me during the middle of the semester to discuss your progress and clarify any questions you may have about the class. At this time, I will tell you where you currently stand and provide suggestions for continued improvement. Additional conferences may be scheduled as needed.

Grading:
This is a letter-graded course: A, B, C, D, or F.

Companion Directed Reading: ILAC 5231-722

Assignment: Your Cultural Plunge experience and report will be your CDR.

Grading: This CDR is graded Satisfactory or Unsatisfactory (S/U). A grade of S is equivalent to B or better.

CDR Due Date: Two weeks following the last day of class.

NOTICE: Failure to meet this CDR Due Date could result in a grade of U or I (Incomplete), depending on the instructor's guidelines, and may adversely impact Tuition Assistance and/or Financial Aid.
ADDENDUM A: ADDITIONAL RECOMMENDED READINGS AND FILMS


Simpson, Leanne Betasamosake. (2017). Nishnaabeg brilliance as radical resurgence theory (pp. 11-24). In As we have always done: Indigenous freedom through radical resistance. Minneapolis: University of Minnesota Press.


Bangladesh Climate change and Floods (women taking a lead)(V) https://www.bing.com/videos/search?q=you+tube+bangladesh+climate+change&docid=608026518166045059&mid=F7099D4B0BBC709CEF11F7099D4B0BBBC709CEF11&view=detail&FORM=VIREHT (6 min.)

POLICIES AND NOTICES

Attendance/Grade Policy

Attendance and participation in interaction, individual assignments, group exercises, simulations, role playing, etc. are valuable aspects of any course because much of the learning comes from discussions in class with other students. It is expected that you attend all classes and be on time except for excused emergencies.

Excused absences are given for professor mandated activities or legally required activities such as emergencies or military assignments. It is the policy of the University to excuse absences of students that result from religious observances and to provide without penalty for the rescheduling of examinations and additional required class work that may fall on religious holidays. Unavoidable personal emergencies, including (but not limited to) serious illness; delays in getting to class because of accidents, etc.; deaths and funerals, and hazardous road conditions will be excused.

If you are obtaining financial assistance (TA, STAP, FA, VA, Scholarship, etc.) to pay all or part of your tuition cost, you must follow your funding agency/institution’s policy regarding “I” (Incomplete) grades unless the timeline is longer than what the University policy allows then you must adhere to the University policy. Students who receive Financial Aid must resolve/complete any “I” (Incomplete) grades by the end of the term or he/she may be placed on “financial aid probation.” If the “I” grade is not resolved/completed by the end of the following term, the student’s Financial Aid may be suspended make the student ineligible for further Financial Aid.

Students are responsible for meeting the guidelines of Tuition Assistance and Veterans Assistance. See the education counselor at your local education center for a complete description of your TA or VA requirements.

Academic Integrity and Student Conduct

Academic integrity means honesty and responsibility in scholarship. Academic assignments exist to help students learn; grades exist to show how fully this goal is attained. Therefore all work and all grades should result from the student's own understanding and effort.

Academic misconduct is any act which improperly affects the evaluation of a student’s academic performance or achievement. Misconduct occurs when the student either knows or reasonably should know that the act constitutes misconduct. Academic misconduct includes: cheating and using unauthorized materials on examinations and other assignments; improper collaboration, submitting the same assignment for different classes (self-plagiarism); fabrication, forgery, alteration of documents, lying, etc…in order to obtain an academic advantage; assisting others in academic misconduct; attempting to commit academic misconduct; destruction of property, hacking, etc…; intimidation and interference with integrity process; and plagiarism. All students should review the Student’s Guide to Academic Integrity at http://integrity.ou.edu/students_guide.html

Students and faculty each have responsibility for maintaining an appropriate learning environment. All students should review policies regarding student conduct at http://studentconduct.ou.edu/

Accommodation Statement

The University of Oklahoma is committed to making its activities as accessible as possible. For accommodations on the basis of disability, please contact your local OU Site Director.

Adjustment for Pregnancy/Childbirth-Related Issues

Should you need modifications or adjustments to your course requirements because of documented pregnancy-related or childbirth-related issues, please contact me as soon as possible to discuss. Generally, modifications will be made where medically necessary and similar in scope to accommodations based on temporary disability. Please see http://www.ou.edu/content/eoo/faqs/pregnancy-faqs.html.
Title IX Resources
For any concerns regarding gender-based discrimination, sexual harassment, sexual misconduct, stalking, or intimate partner violence, the University offers a variety of resources, including advocates on-call 24/7, counseling services, mutual no-contact orders, scheduling adjustments, and disciplinary sanctions against the perpetrator. Please contact the Sexual Misconduct Office at smo@ou.edu or (405) 325-2215 (8-5), or the Sexual Assault Response Team at (405) 615-0013 (24/7) to report an incident. To learn more about Title IX, please visit the Institutional Equity Office’s website at http://www.ou.edu/content/eeo.html

Course Policies
Advanced Programs policy is to order books in paperback if available. Courses, dates, and professors are subject to change. Please check with your OU Site Director. Students should retain a copy of any assignments that are mailed to the professor for the course. Advanced Programs does not provide duplicating services or office supplies.

Any and all course materials, syllabus, lessons, lectures, etc. are the property of professor teaching the course and the Board of Regents of the University of Oklahoma and are protected under applicable copyright.

For more information about Advanced Programs, visit our website at: http://www.goou.ou.edu/
INSTRUCTOR VITA
Neil O. Houser, Ph.D.

Education
1990   Ph.D., Curriculum and Instruction, Washington State University

Current Positions
Professor, Department of Instructional Leadership and Academic Curriculum

Frequently Taught Advanced Programs Courses
• EDSS 5343  Global Education
• EDUC 5143  Theory and Research in Education
• ILAC 5233  Understanding Different Cultures

Representative Publications and Presentations

Major Professional Affiliations
• Member, Faculty Senate
• Co-chair, Social Studies Certification Committee
• Member, Elementary Education Certification Committee
• Manuscript Reviewer for *Theory and Research in Social Education, Journal of Thought*
• Member, Education Professions Division Committee