



EXTENDED CAMPUS

COLLEGE *of* PROFESSIONAL
and CONTINUING STUDIES

ILAC 5233-220: Understanding Different Cultures

Course Description:

There are two main purposes for this course. The first is to help students develop a better understanding of different cultures and the challenges and benefits of cultural diversity. The second is to provide students with the background knowledge, understandings, and techniques to work effectively with learners from diverse cultural and ethnic backgrounds.

This course is about stories: stories of individual people's identities, of diverse communities' identities, of our nation, and what it means to be "American." It's about whose stories get told, whose are missing, who is allowed to tell these stories, who is silenced, which stories are considered important, which inconsequential. It's about how the stories we know, think we know, and have never heard that affect the lives of millions of individuals—including our students—in both positive and negative ways. It's about listening to other people's stories and thinking about our own, considering how these stories intersect and will inform our classroom practice, our care for our students, and our identities as teachers, scholars and citizens.

Class Dates, Location and Hours:

Dates: October 22 – 27, 2019

Location: Stuttgart, Germany. See site director for classroom location.

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: September 23, 2019

Site Director:

Email: apstuttgart@ou.edu. DSN: 431-3304 or CIV 07031-15-2580.

Professor Contact Information:

Course Professor: Crag A. Hill, Ph.D.

Mailing Address: Jeannine Rainbolt College of Education
University of Oklahoma
Norman, Ok 73019

Telephone Number: (405) 325-1498

Email Address: crag.a.hill@ou.edu

Professor availability: I will be available via e-mail to you before and after the in-person class sessions. On-site office hours are half an hour before and after each class session, by appointment.

Textbook(s) and Instructional Materials:

Student materials are available at the OU Bookstore Website at <https://ou.textbookx.com/institutional/index.php>. There is no longer a physical bookstore, the store will remain, but textbooks will not be stocked. The website has book selling, renting, buying, returning, and order tracking capabilities. If you need help with an order, or if you have any questions contact the toll-free phone at 1-(855)-790-6637, agents are available from 9a – 5p (EST) Monday – Friday. For more information or questions about textbooks, feel free to contact apsyllabi@ou.edu. Text prices are available online

1. Takaki, R. (2008). *A different mirror: a history of multicultural America*.
2. Nieto, S. & Bode, P. (2011). *Affirming diversity: The sociopolitical context of multicultural education* (6th ed.). Old Tappan, NJ: Pearson Education. ISBN 9780131367340.
3. 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.

Course Objectives:

Upon the completion of this course, you should be able to:

- Understand the meanings, significance, and complexity of culture and identity;
- Articulate the importance of critical reflection and analysis (e.g., the need to critically analyze one’s own perspectives and actions and to suspend judgement in order to better understand the views and actions of others);
- Reflect and describe your own perspective on multicultural education;
- Understand how students’ cultural identities affect them in the classroom, and identify several culturally responsive strategies for teaching diverse learners;
- Demonstrate your ability to integrate multicultural concepts into a classroom;
- Analyze and synthesize class material and cogently communicate your ideas through various modalities.

Course Schedule/Format:

Prior to In-Person Class Meetings: September 24 – October 21, 2019

Date	Activities and Readings	Assignments
Week 1 September 24-30	<i>Introductions</i> Read: Nieto, S. & Bode, P. (2011), Chapter 1 and 2 “Definitions of Multicultural Education” https://www.nameorg.org/definitions_of_multicultural_e.php	Complete in the following: 1) Complete Canvas Discussion post “Introductions.” 2) Read and respond to Canvas Discussion, Reflection #1, “What multiculturalism?” 3) Review the course syllabus 4) Sign up for Week 4 Zoom session.
Week 2 October 1-7	<i>Defining Multicultural Education</i> Read: Nieto (2017), Introduction Nieto, S. & Bode, P. (2011), Chapter 5 Listen to: https://www.cultofpedagogy.com/ferguson-in-school-jose-vilson/	Canvas, Discussion, Reflection #2. Summarize the chapters and podcast (approximately 250 words). What questions/points of interest do you have based on these materials?
Week 3 October 8-14	Read: No assigned reading	Canvas Discussion, Reflection #3, Multicultural Autobiography.
Week 4 October 15-21 Zoom Session	<i>Introduction to A Different Mirror and Cross-cultural Engagement</i> Read (in advance of zoom session): Takaki (2008), Chapter 1	NA

During In-Person Class Meetings: October 22-27, 2019

Note: If you choose to read the course articles and chapters posted on Canvas using an iPad or some other handheld device, make sure to use an app that will allow you to highlight and make notes. This will aid you greatly in the in-class discussions.

Day	Readings/Activities	Assignment Due
Class 1 Tuesday	<p>Introductions using Multicultural Autobiographies</p> <p>Read (prior to class): Nieto, S. & Bode, P. (2011), Chapters 3, 4, and 8</p> <p>In class viewing: Chimamanda TED talk: “The Danger of a Single Story” Selasi TED Talk: “Don’t Ask Where I’m From”</p>	NA
Class 2 Wednesday	<p>Culturally Responsive Teaching and Culturally Sustaining Pedagogy</p> <p>Discussion of selected portion of the readings</p> <p>Read: Gay (2018), Chapters 1 Paris & Alim (2017), Chapter 1</p>	NA
Class 3 Thursday	<p>Culturally Responsive Teaching and Culturally Sustaining Pedagogy</p> <p>Discussion of selected portion of the reading</p> <p>Assign teaching chapters from Takaki (2008)</p> <p>Read: Gay (2018), Chapters 2 Paris & Alim (2017), Chapter 2</p>	NA
Class 4 Friday	<p>Developing Culturally Responsive Lessons</p> <p>Discussion of selected portions of the readings</p> <p>Read: Takaki (2008) – Part 1, 2, 3, or 4 (assigned by group)</p>	END OF CLASS Rough Draft of Culturally Responsive Lesson Plan due (grade noted as Canvas, Reflection #4)
Class 5 Saturday	<p>Enacting Culturally Responsive Lessons</p> <p>Discussion of selected portions of the readings</p> <p>Examining strategies for culturally responsive Teaching</p> <p>Read: Nieto, S. & Bode, P. (2011), Chapter 8 and 9</p>	NA
Class 6 Sunday	<p>Strategies for Culturally Responsive Teaching</p> <p>Final reflections on the process</p> <p>Final project conferences with professor</p> <p>Read: Sleeter (2007), Chapters 1 and 5</p>	Final copy of lesson plan due

Following In-Person Class Meetings: October 29 – November 18, 2019

Date	Assignment
Week 6 October 29- November 4	Canvas, Discussion, Reflection #5. Reflecting on face-to-face experiences and moving forward on Final Projects
Week 7 November 5-11	Continue to work on Final Project, check in with professor via email
Week 8 November 12-18	Submit Final Project

Assignments, Grading and Due Dates:

Attendance and Participation (30 points)

Prompt and regular attendance is required. Each student's presence and participation in every class is essential to the success of the class. **Students will receive credit per class session (online and face-to-face); points will not be awarded to students who are absent or late for any part of the session.**

Active participation in discussions is expected. Active participation is identified as attending and preparing for class, initiating, sharing and responding to experiences, ideas, and observations about social studies content. **One can only participate if he/she is in attendance; as a result, these two items are linked.**

Canvas, Discussion, Reflections (10 points X 5 = 50 points)

Student will read, summarize, and question/react to the assigned readings and experiences. three prior to face-to-face meetings, one during, and one following the face-to-face meetings.

Cross-cultural Engagement (50 points)

You will select and participate in **one of three** different types of experiences (children's/young adult literature, immersion, interview) that invite you to learn more about other people's lives, stories, values, and challenges. More information will be provided during our zoom and face-to-face sessions.

Culturally Responsive Lesson Plan (20 points)

You, with one or two colleagues, will develop, implement, and reflect on a culturally-responsive lesson plan based on a chapter or chapters in *A Different Mirror* (Takaki, 2008) to support diversity in a classroom.

Grading:

This is a letter-graded course: A, B, C, D, or F. A=90-100; B=80-89; C=70-79; D=60-69; F<60

*All written assignments should be submitted to Canvas on their due dates, unless instructed otherwise.

Notice: Failure to meet assignment due dates will result in a grade deduction of 10% each day it is late and could also result in a grade of I (Incomplete), which may adversely impact Tuition Assistance and/or Financial Aid. In addition, assignments submitted past the due date will forfeit their right to evaluative feedback, and will receive their grade only

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 making 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/eoo.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

Crag Hill, Ph.D.

Education

- 2008 Ph.D. Curriculum & Instruction, University of Idaho
- 2001 M.A. Curriculum & Instruction, University of Idaho
- 1990 B.A. English, San Francisco State University

Current Positions

- Associate Professor, English Education
- Department of Instructional Leadership and Curriculum
- University of Oklahoma

Frequently Taught Advanced Programs Courses

EDEN 5940 Field Studies in Education: Literature for Young Adults
EDSC 5523-220 The Science of Learning Theories

Major Areas of Teaching and Research Interest

- Critical theory and young adult literature
- Critical theory and comics
- Mentoring early career teachers
- Visual literacy, and poetry

Representative Publications and Presentations

- Hill, C. and Victor Malo-Juvera (2018). *Critical Approaches to Teaching the High School Novel: Reinterpreting Canonical Literature*. New York: Routledge.
- Hill, C. (Ed.). (2016). *Teaching Comics Through Multiple Lenses: Critical Perspectives*. New York: Routledge.
- Hill, C. (Ed.). (2014). *The Critical Merits of Young Adult Literature: Coming of Age*. New York: Routledge.
- Hill, C. and Karina Clemmons. (Forthcoming 2015). "Stimulating Healthy Dialogue and
- Hill, C. (2014). "Coming of Age: Young Adult Literature and Scholarship" in *The Critical Merits of Young Adult Literature: Coming of Age*. Crag Hill (Ed), 1-24. New York: Routledge.
- Darragh, J. and Crag Hill. (2014). "'The Worst Form of Violence': Unpacking Portrayals of Poverty in Young Adult Novels," in *The Critical Merits of Young Adult Literature: Coming of Age*. Crag Hill (Ed), 73-91. New York: Routledge.
- Hill, C. (2012). "Dystopian Novels: What Imagined Futures Tell Young Readers About the Present and Future." *Teaching Young Adult Literature Today: Insights, Consideration and Perspectives for the Classroom Teacher and Educational Researcher*. Judith Hayn and Jeffrey Kaplan (Eds), 99-115. Lanham, MD: Rowan and Littlefield.

Major Professional Affiliations

- National Council of Teachers of English, 1991-Present
- International Reading Association, 2000-Present