



EXTENDED CAMPUS

COLLEGE *of* PROFESSIONAL
and CONTINUING STUDIES

ILAC 5233-221: 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.

Course Overview:

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: April 3 - 8, 2018

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: March 5, 2018

Site Director:

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

Professor Contact Information:

Course Professor: Heidi Torres

Mailing Address: 820 Van Vleet Oval, #115
Norman, OK 73019

Telephone Number: (405) 325-1498

E-mail Address: hjtorres@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 Follett Bookstore located at 1185 Asp Avenue; Norman, OK, and can be ordered online, by phone, by email, or by fax. Ordering online at <http://www.bkstr.com/oklahomastore/home> is strongly recommended – students can track the status of their order within 48 hours. If an order has not been shipped within three days, students can contact the Follett textbook manager by phone (405) 325-3511, (800) 522-0772 (toll-free) or email 0831mgr@fheg.follett.com. Phone orders (ask for the textbook manager and identify yourself as an Advanced Programs student) can be placed 8 a.m. to 6 p.m. Monday through Thursday; 8 a.m. to 5 p.m. on Friday; 10 a.m. to 4p.m. on Saturday (CST.). Fax orders can be placed 24 hours a day at (405) 325-7770. Text prices are available online.

1. Moore, W. (2011). *The other Wes Moore: One name, two fates*. New York: Spiegel & Grau. ISBN 9780385528207.
2. Nieto, S. & Bode, P. (2011). *Affirming diversity: The sociopolitical context of multicultural education* (6th ed.). Old Tappan, NJ: Pearson Education. ISBN 9780131367340.
3. Tan, S. (2014). *The arrival*. Hodder Children’s Books. ISBN: 9780734415868
4. 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.

Note: Follett is the Advanced Programs contractual textbook provider. Should text changes become necessary after publication of the course syllabus, Advanced Programs will facilitate text returns/refunds only for texts purchased through Follett.

Course Objectives:

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

- Understand the meanings, significance, and complexity of culture and identity;
- Describe how the lives of people of cultures other than your own are different and the same as yours;
- Articulate 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 final project which honors diversity in the classroom;
- Analyze and synthesize class material and cogently communicate your ideas through various modalities.

Course Schedule/Format:

Before In-Person Class meetings:

Date	Activities	Assignments Due, and Pacing Suggestions
3/5-3/11	Nieto, Chapters 1-4 Banks, “Multicultural Education: Characteristics and Goals” -read pages about culture: 7-16; the rest is optional (On Canvas)	Journal Entry & Response #1 (Post weekly reflection journal by Friday 3/9 & response to peer reflection by Sunday 3/11) Multicultural Autobiography Due 3/11

Date	Activities	Assignments Due, and Pacing Suggestions
3/12-3/18	Nieto, Chapters 5-8 Community members' Multicultural Autobiographies on Canvas (in Files, in Multicultural Autobiographies folder)	Journal Entry & Response #2 (Post weekly reflection journal by Friday 3/16 & response to peer reflection by Sunday 3/18) Pacing suggestion: Do one part of Other People's Stories this week
3/19-3/25	Nieto, Chapters 9-10 Moore, Intro, Part I & II	Journal Entry & Response #3 (Post weekly reflection journal by Friday 3/23 & response to peer reflection by Sunday 3/25) Pacing suggestion: Do a second part of Other People's Stories this week; begin drafting the lesson plan
3/26-4/1	Moore, Part III – A Call to Action	Journal Entry & Response #4 (Post weekly reflection journal by Friday 3/30 & response to peer reflection by Sunday 4/1) Pacing suggestion: Do a third and final part of Other People's Stories this week; paper due second day of class, April 4
4/2	Clever & Segal, "The Demographics of Military Children and Families" (on Canvas)	Pacing Suggestion: Complete draft of lesson plan; rough draft due third day of class, April 5

During In-Person Class meetings (April 3 - 8):

Day	Readings/Activities	Assignment Due
Class 1, Tuesday 4/3	Introductions-Multicultural autobiographies Discussion of selected portions of the readings Chimamanda TED talk: "The Danger of a Single Story"	NA
Class 2 Wednesday 4/4	Discussion of selected portion of the readings Discussion of The Arrival Share: Other People's Stories	Other People's Stories due
Class 3 Thursday 4/5	Discussion of selected portions of the readings Lesson plan feedback groups	Rough Draft of Culturally Responsive Lesson Plan due

Day	Readings/Activities	Assignment Due
Class 4 Friday 4/6	Discussion of selected portions of the readings Analysis of case studies	NA
Class 5 Saturday 4/7	Discussion of selected portions of the readings Examining strategies for culturally responsive teaching	NA
Class 6 Sunday 4/8	Strategies for culturally responsive teaching Multicultural lessons share fair Final reflections on the process Final project conferences with professor	Final copy of lesson plan due

Following In-Person Class Meetings (April 9 – April 29)

Date	Assignment
Week 6 April 9-15	Case study paper due April 15; work on final project
Week 7 April 16-22	Continue work on final project
Week 8 April 23-April 29	Final project due April 29

Assignments, Grading, and Due Dates:

Online Journal Entries – 10%

You will be keeping a weekly online journal in which you reflect on the readings, class discussions, and your own responses to them. Those reflections should **not** be a summary of the readings, but reflection on what you consider important ideas and why, or ideas that evoked strong response in you, either positive or negative, or your interpretation of what you read and what it means for your own understanding of diversity and multicultural education. To promote reflection as a social practice, you will post your weekly reflection entries on the Discussion Board of Canvas **by Friday each week**. You will also need to provide thoughtful feedback to at least 2 of your community members regarding their responses to the readings **by Sunday**.

Professionalism and Contributions to Classroom Discourse – 10%

Effective classroom discourse is not simply participation in whole group discussions. It is also demonstrated through careful preparation for class, active small group participation, careful listening to others so that responses build on previous insights, comments, and questions rather than becoming disconnected monologues, and by the degree to which participation reflects a developing understanding of the topics of this course. Grading will also take into account professionalism, which includes:

- being on time for class, regular attendance, and staying for the entire class;
- treating all community members with respect regardless of differences in perspectives;
- attention to and active engagement in all class discussions and activities.

Multicultural Autobiography -10%

You will construct a multicultural autobiography, describing yourself in terms of the microcultures which you consider yourself part of. In deciding what to share, consider what people, places, events, and experiences have made you who you are at present. Which microculture(s) in which you have membership is/are most important to you? How has that stayed the same or changed over time? Consider factors that have been significant to the construction of your identity—for example family origins, education, elements related to culture (norms, values, traditions, foodways, stories)—and incorporate those into your project. Be sure to make the microcultures of which you consider yourself part explicit in some way.

The form of presentation your autobiography takes is your choice, with the exception that it cannot be a short, written explanation, as you will already be writing one to accompany your autobiographical representation, since we must share these online. While a Power Point or Prezi is fine, I encourage you to experiment with different representations, such as a diagram, poem, drawing, animation, or video. The goal is for you to represent your work in a way that you find interesting and meaningful, while encouraging different ways of knowing. You will create your multicultural autobiography, accompanied by a short, written explanation of your piece, and upload them to Canvas, where I will put them in a file folder to share within our class community. If you choose a visual medium that does not use a computer program to create it, you may take a photograph or scan it, and upload that file instead. An example of this assignment will be available in Canvas.

Due: Sunday, 3/11

Cross-cultural Engagement: Other People's Stories- 25%

You will participate in three different types of experiences that invite you to learn more about other people's lives, stories, values, and challenges. You will engage in the following experiences:

1. **Cultural Immersion:** You will visit a site or participate in an event that is part of a microculture different from your own, e.g., visiting a place of worship, the community of an ethnic minority or a disadvantaged/marginalized group (refugees, guest workers), an orphanage, a community activity or celebration, etc. A list of additional ideas will be posted on Canvas, or please check with the professor if you have other ideas, and want to know if they are suitable for this experience. Do some initial research on the culture and site or event to prepare you for your experience. Be culturally sensitive and respectful when you are there and interacting with people.
2. **Interview:** You will interview someone from a microculture/microcultures significantly different than your own. Devise a list of questions you would like to ask. Include questions about things such as significant life events, family origins, education, foods, celebrations, fun, victories, traumatic events, loves, honors, disappointments, and anything else considered important, or that you wish to ask in order to gain an understanding of their identity. Your interview does not need to include all these questions and is not limited to them; they are simply a place to start the conversation. If your interviewee gives permission, you should record your interview to accurately remember and portray what was said. Erase the interview once you have completed your use of it, and please use a pseudonym if the interviewee prefers this. Please assure your interviewee that s/he does not need to answer anything about which s/he might feel uncomfortable, and is welcome to share about anything else they wish for you to know beyond the questions you ask. Be very sensitive to the comfort level of your interviewee, and move on to other questions if you sense they feel uncomfortable. After listening to the interview, you should meet the interviewee one more time to clarify any questions you may have about what s/he communicated, and to ensure the accuracy of your understanding.
3. **Young Adult Novel:** Children's and young adult literature are powerful ways to experience cultures and perspectives that are otherwise difficult to access in any other way. You will choose a young adult novel that portrays the lives of people from a microculture of which you are not a part. The novel must have a contemporary setting, rather than a historical one, as the goal is to understand the experiences of people living today, rather than in the distant past. Any novel that portrays life after 1960 is acceptable. A list of suggested novels will be on Canvas.

For each of these experiences, you will write up post-experience notes of 1-3 pages that address the following:

- The microculture with which you engaged
- Date of event/action
- Description of the activity
- Observations, feelings
- What you learned about the microculture and the people
- What you learned about yourself

Finally, you will synthesize these experiences, and write a short paper reflecting on your cross-cultural engagement. Use specific examples from your experiences to support your ideas and the conclusions you draw. Your paper should be as long as it needs to be to reflectively and thoughtfully engage with the following questions. They are in no particular order; organize your paper so that the flow makes sense to you and the reader. **Your paper and post-experience notes will be due the second day on-site, Wednesday, April 4**, after a time of sharing in class.

Questions to focus on:

- What is your overall feeling about the experiences you had?
- What did you find the hardest? The easiest? Why?
- What was your favorite experience? Least? Why?
- Describe a moment of discomfort or disequilibrium. How did you handle it?
- Describe any “light bulb” moments.
- What was the most powerful moment you experienced?
- Did you react the way you thought you would? Any surprises?
- How did the experiences change you, if at all?
- Were there any ideas/life lessons, etc. that you gleaned from this experience which you could apply to teaching? How would you use them?
- Did you think this was a valuable experience? Why or why not? How would you change it to make it better?

Culturally Responsive Lesson Plan – 10%

You will write a culturally-responsive lesson plan ready to be implemented to support diversity in a classroom. Your write-up should include a short paragraph explaining how you decided on the topic you chose, why this topic is important, as well as an explanation on how lesson activity(ies) connect between and among home-school-community. Lesson plans should follow a specific lesson framework, which will be posted on Canvas for your reference. **Bring the rough draft of your lesson plan to our third class on-site (April 5)**. You will share your lesson ideas in a small group feedback session, and thereafter revise any areas you feel need changing. The final, polished lesson plan will be due Sunday, April 8, after a share fair in class.

Case Study Response Paper- 10%

In order to apply some of the ideas with which we have been engaging, we will spend some time in class discussing various case studies related to multicultural issues within schools, and consider how we might respond to such challenges in our own classrooms. Thereafter, you will be given several case study scenarios, from which you should select one, and write a 3-5-page paper, discussing how you would address such an issue. Your paper should answer all the questions raised in the discussion section of each incident, and should be supported with a rationale for each answer that explains your decisions, and that incorporates concepts related to the discussions and readings for this class. **Due: April 15**

Final Project- 25%

You will develop a final project that incorporates concepts from this course, and which is based on your personal teaching or research interests. Working alone or with a partner, you have the choice of creating a five lesson unit for a Pre-K-12 classroom, designing a set of 5 literacy inquiry stations that present multiple perspectives on an era or event, or writing a 10-15 page research paper related to an issue/topic

of diversity, or a particular diverse student population. Each of these choices will be delineated further in assignment descriptions posted on Canvas. Each student or student pair will have a short conference with the professor during the on-site class to discuss their final project. These conferences will take place on Sunday afternoon. **Due: April 29**

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 except journals and Other People's Stories should be submitted to Canvas on their due dates, unless instructed otherwise. The journals will be posted under the Discussion section. Other People's Stories will be handed in on-site **in hard copy**.

Notice: Failure to meet assignment due dates will result in a grade deduction of 5% 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

Heidi Torres, Ph.D.

Education

- Ph.D. Curriculum Studies, Indiana University, 2016
- M.S. Education, Indiana University, 2011
- B.S. Education, University of Texas, 1994
- B.A. Middle Eastern Studies, University of Texas, 1989

Current Position

Assistant Professor, Elementary Education, Department of Instructional Leadership and Academic Curriculum, University of Oklahoma

Major Areas of Teaching and Research Interest

- International and cross-cultural education
- Children's literature
- Multiliteracies in social studies
- The arts in social studies
- Cross-curricular integration
- Multicultural classroom practices
- Mentoring early career teachers and graduate students

Representative Publications and Presentations

- Torres, H. J. (2016). On the margins: The depiction of Muslims in young children's picturebooks. *Children's Literature in Education*, 47, 191-208. doi: 10.1007/s10583-015-9
- Torres, H. J. (2016). Hoovervilles, jalopies, and riding the rails: Investigating the Great Depression through primary sources. *Social Studies and the Young Learner*, 29(1), 4-8.
- Torres, H.J. (2016, November/December). "I learned it on TV": The influence of mass media on young children's understanding of culture. College and University Faculty Assembly, Washington, D. C.
- Torres, H.J. (2016, November/December). "I knew I had bias": Confronting stereotypes and bias through an elementary curriculum on world cultures. College and University Faculty Assembly, Washington, D. C.
- Torres, H.J. (2015, November). Building shanties and dressing Roosevelt: Exploring children's visual production in elementary social studies. College and University Faculty Assembly, New Orleans, LA.
- Torres, H.J. (2013, November). Looking through the kaleidoscope: Investigating multiple perspectives with preservice teachers. Practitioner session presented at the National Council for the Social Studies, St. Louis, MO.

Major Professional Affiliations

- National Council for the Social Studies (NCSS)
- College and University Faculty Assembly/International Assembly of NCSS
- American Educational Research Association (AERA)