

Course Title:

Understanding Different Cultures

Course Number:

ILAC 5233-220

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.

Class Dates, Location and Hours:

Dates: September 5-10, 2017

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: August 7, 2017

Site Director:

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

Professor Contact Information:

Course Professor: Crag Hill

Mailing Address: 820 Van Vleet Oval #114
Norman, OK 73019

Telephone Number: (405) 325-1498

Fax Number: (405) 325-4061

E-mail Address: crag.a.hill@ou.edu

Professor availability: The professor will be available via e-mail to students before and after the 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@fhg.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). Summer hours: 9 a.m. to 5 p.m. Monday through Friday (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*. London, U.K.: Hodder & Stoughton. 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:

- Understand the meanings and significance of “culture”
- Describe how the lives of people of cultures other than your own are different and same as yours
- Articulate your own philosophy regarding multicultural education
- Understand how students’ cultures affect student perceptions in the classroom
- Identify teaching strategies that will be effective with a variety of students
- Design curriculum to honor diversity in the classroom.

Assignments, Grading and Due Dates:

Pre-Course Assignments:

Date	Activities	Assignments Due
8/7-8/13	Nieto, Preface, Chapters 1-4 Tan, <i>The Arrival</i>	Journal Entry & Response #1 (Post weekly reflection journal by Friday 8/11 & response to peer reflection by Sunday 8/13) Autobiography Due (ABCs) 8/13
8/14-8/20	Nieto, Chapters 5-8	Journal Entry & Response #2 (Post weekly reflection journal by Friday 8/18 & response to peer reflection by Sunday 8/20) Biography Due (ABCs) 8/20
8/21-8/27	Nieto, Chapters 9-10 Moore, Intro, Part I & II	Journal Entry & Response #3 (Post weekly reflection journal by Friday 8/25 & response to peer reflection by Sunday 8/27)
8/28-9-3	Moore, Part III – A Call to Action	Journal Entry & Response #4 (Post weekly reflection journal by Friday 9/1 & response to peer reflection by Sunday 9/3) Cultural Immersion Paper Due 9/1

During In-Person Class meetings (September 5-10):

Day	Readings/Activities	Assignment Due
Class 1 Tuesday	Introductions Discussion of Nieto, Chapters 1-2 Cultural Immersion Experiences Chimamanda TED talk: “The Danger of a Single Story”	Continue work on Culturally Responsive Teaching Plans
Class 2 Wednesday	Discussion of Nieto, Chapters 3-4 Discussion of <i>The Arrival</i> Cross-cultural Analysis	Continue work on Culturally Responsive Teaching Plans

Day	Readings/Activities	Assignment Due
Class 3 Thursday	Discussion of Nieto, Chapters 5-6 Cross-cultural Analysis of Differences	Continue work on Culturally Responsive Teaching Plans
Class 4 Friday	Discussion of Nieto, Chapters 7-8 Culturally Responsive Teaching	Complete Culturally Responsive Teaching Plans
Class 5 Saturday	Discussion of Nieto, Chapters 9-10 Discussion of Moore, Part I Book Discussion Groups Multicultural Teaching Idea Fair	Continue work on Book Discussion Groups
Class 6 Sunday	Discussion of Moore, Part II & III	Complete work on Book Discussion Groups

Following In-Person Class Meetings (September 11-October 1)

Date	Assignment
Week 7 September 11-17	Continue work on final paper
Week 7 September 18-24	Continue work on final paper
Week 8 September 25-October 1	Final paper due October 1 at 11 pm

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 as 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 group members regarding their responses to the readings **by Sunday**.

Cultural Immersion Experience – 10%

Visit a site or participate in an event that exhibits a culture different than your own, i.e., a Christian church, a Muslim mosque, a Jewish synagogue, a Buddhist temple, a school for children with disabilities, a rural school, a community of an ethnic minority or a disadvantaged/marginalized group (migrant workers from the countryside), an orphanage, or a nursing home. Please check with the professor for other ideas if needed. Conduct research about the site and the population associated with the site/event in advance. Be culturally sensitive and respectful when you are on the site and when you interact with the people on the site. When you return, write a 3-5 page descriptive paper to be shared in class. The paper should describe a) your detailed observations of the place, people, and/or the event; b) how this experience helped you gain a better understanding of yourself and also this particular culture. Cultural Immersion Paper Due 9/1

The ABC's of Cultural Understanding and Communication – 30%

A-Autobiography, B-Biography, C1, and C2 will be due before the one-week class (Pre-Assignments). C3 will be due during the class (During-Assignment).

The ABC's contains three major sections: A – Autobiography; B – Biography; C1 – Cross-cultural analyses of similarities and differences; C2 – Cultural analyses of differences; C3 – Culturally-responsive teaching plans. The final product will contain all rough drafts and notes from interviews, autobiography, biography, cultural analyses, and culturally-responsive teaching plans.

A. Autobiography – 10%

Each student will write a detailed 3-5 page autobiography with significant life events. Starting with earliest memories, include family origins, education, foods, celebrations, fun, victories, traumatic events, loves, honors, disappointments and anything else you consider important. The life story should demonstrate the time and thoughtfulness you took to write it. Autobiography Due (ABCs) 8/13

B. Biography – 10%

Each student will interview and write a 3-5 page biography of someone who is from a different culture than your own and include significant life events, like family origins, education, foods, celebrations, fun, victories, traumatic events, loves, honors, disappointments, and anything else considered important. The person must also have a significantly different skin color than yours. The person's language and home community will also be studied. Include special words and phrases in the language or dialect. Each student will schedule to meet with the interviewee at least 3 times. After your initial interview, you will write up the interview. You will ask questions for clarification or elaboration in your follow-up interviews (2 and 3). Interviews may be tape-recorded with the interviewee's permission and must be returned to the interviewee after you have obtained biographical information. You need to share your biography with your interviewee. The interviewee's reading of the biography will help you validate the information. If the interviewee does not want to be recorded, then you must respect the interviewee's wishes. Please use a pseudonym on the biography to protect the identity of your interviewee unless he/she wants his/her real name to appear on the biography. Biography Due (ABCs) 8/20

C. Culturally Responsive Teaching Plans – 10%

You will write five culturally-responsive lesson plans ready to be implemented to support diversity in a classroom. Each lesson plan have to include a) lesson objectives; b) procedures; c) materials; d) Explanation on how lesson activity(ies) connect between and among home-school-community and its relationship to your content area. If you are not currently teaching, go to a local school or COE Curriculum Library to obtain a curriculum. You will also share your lesson ideas with your class members. Instructor will provide models of lesson plans on Canvas. Due Thursday, September 8

Book Discussion Group Project – 15%

You will finish reading *The Other Wes Moore* according to the course schedule (Pre-assignment). However, you will participate in a book discussion group during our one-week class. Each group will decide on its book celebration project that highlights the group's major understanding of the book. Present your celebration project to the class (During-assignment). Make sure that your presentation is informative, interesting, creative, and interactive.

Multicultural Teaching Idea Fair – 15%

After your completion of the ABC's, you will get into a group of four or five members. You will first share your five culturally-responsive teaching lessons with your group members. Each group will then plan a multicultural teaching idea fair for other groups. Be creative and interactive in how you conduct your idea fair.

Post-Seminar Assignment - Paper – 20%

1. Select a topic of interest related to an issue/topic of diversity or a diverse student population;
2. Conduct research and select 10 items from at least two of the following categories: Movies, video clips, arts, children and/or YA literature, magazine and newspaper articles, or scholarly books and articles related to the issue/topic/student population;

3. Write a 10-12 page covering these four major sections:
 - a. The first section should be your summary and critique of the selected materials.
 - b. The second section should discuss a) your prior understanding of the issue/topic or the student population; b) your current expanded understanding of the issue/topic or the student population discussed/addressed in the selected materials. In other words, talk about what new information you have gained through this research.
 - c. The third section should discuss how you plan to address the issue or support the learning needs of the particular student population inside and/or outside of classrooms. This section should contain at least 10 activities/strategies. It is critical that you articulate why you select those activities/strategies.
 - d. The fourth section should list all the references for your paper.

Class Participation:

You are expected to act professionally during the class, including being prompt to class and staying for the entire class; actively participating in in large and small group discussions and activities; actively and respectfully listening and responding to the comments and questions made by fellow students; thinking deeply about course materials and class conversations; and being prepared for each class session.

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 should be submitted on Canvas unless instructed otherwise on their due dates. The journals will be posted under the Discussion section.

Notice: Failure to meet assignment due dates could result in a grade of I (Incomplete) and may adversely impact Tuition Assistance and/or Financial Aid.

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

Education

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

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, 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 and graduate students
- Visual literacy
- Poetry

Representative Publications and Presentations

- 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. (2016). "Stimulating Healthy Dialogue and Evaluation: Implementations of Young Adult Literature to Address Common Core State Standards in Health Classes" in *Teaching Young Adult Literature: Integrating, Implementing and Re-Imagining the Common Core*. Judith Hayn and Jeffrey Kaplan (Eds). Lanham, MD: Rowan and Littlefield.
- 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