



## ***CULTURAL VALUES IN EDUCATION***

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**Term:** Fall 2017  
**Course Number:** Education 391  
**Instructor:** Barbara O'Block, Ed.D.  
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**Office Hours:** available upon request

**Course Time:** October 16, 2017 to November 2, 2017  
8:00 AM – 12:00 PM Monday - Thursday

**Instructor Background:** Barbara O'Block serves the educational community as an adjunct professor of education at Calumet College of Saint Joseph. Dr. O'Block most recently served as superintendent of schools for the Diocese of Gary and also served as teacher, elementary principal, central office consultant and associate superintendent of schools in the Archdiocese of Chicago. She holds a Bachelor of Science in Education degree, worked for a degree in Fine Arts with an emphasis in piano performance, earned a Master's degree in Administration and Supervision and a doctorate in Curriculum and Instruction; both advanced degrees were awarded by Loyola University of Chicago.

**Course Description:** In this course, the teacher candidate will examine the diversity of students (and families) encountered in the classroom, the school and the community and the relationship of these diversities to a student's self-concept, motivation and learning. Nationality, ethnicity, race and culture are examined, as well as, the influences of economic inequities, religious beliefs, gender and sexual orientation, language, exceptionalities, health and ableness.

Emphasis is placed on preparing the teacher candidate with the knowledge, skills and disposition to offer socially just educational opportunities to all students.

Field experience is required.

### **Learning Outcomes/Competencies** **Students in this course will:**

- 1. Recognize social and cultural change**
  - Understand "changes of influence;" globalization, demographics, technology and the changing values among the generations.
  - Define globalization and its effects.
  - Examine the effects of immigration.
  - Examine the growing discrepancy between the rich and the poor and the effects of Poverty on schools and on student learning.
  - Examine generational attitudes about social media.
  - Examine the increasing diversity of family forms.
  
- 2. Understand culture, learning and the culture-learning process**
  - Examine the impact of the changing demographics of the school-age population.
  - Examine the impact of linguistic diversity among school-age children.
  - Explore the concerns about gender identity/differences in school communities.
  - Investigate the "stages of encounter" i.e., the U-Hypothesis.

- Examine the concept of “white privilege.”
  - Examine the concept of “color blindness.”
- 3. Discuss Legislative landmarks that were agents of social change.**
- Be familiar with significant court cases and their adjudication; also the effect of the outcomes on social change and education.
- 4. Understand culturally responsive teaching.**
- Explore teacher attitudes and other complex perspectives of “multicultural education.”
  - Examine the clash of cultures between teachers and students.
  - Develop an understanding of “deficiency orientation” vs. “difference orientation.”
- 5. Understand and reflect on the effects of diversity, prejudice, stereotyping, discrimination and privilege.**
- 6. Examine gender issues**
- Explore cultural influences on gender.
  - Discuss how gender roles are stereotyped; also sexism.
  - Examine gender and sexual orientation/identity.
- 7. Examine the increasing diversity of religious ideas and the rise of fundamentalism.**
- Define religious pluralism and its role in the secular classroom.
  - Examine the role of religion in the classroom.
  - Explore issues re: separation of Church and State.
- 8. Identify the characteristics of a diverse learning environment.**
- Identify types of diversities in the classroom.
  - Identify the components of the classroom/school environment; discuss the importance, use and impact of each component as it supports student diversity.
  - Identify ways to transmit intercultural understandings and skills to students.

**Textbook:**

Cushner, Kenneth, Averil McClelland and Phillip Safford (2015). *Human Diversity in Education: An Intercultural Approach* (New York: The McGraw-Hill Companies, 8<sup>th</sup> Edition).

**Assessment:**

<u>Activity</u>		<u>Total Points</u>
Attendance/Participation		24
Cultural “flag”	Artifact / Presentation	6
Field Experience	Interview /Written Report	30
Court Case Presentation	Oral Presentation	15
	Written Bibliography	5
“Contributors” Presentation	Oral Presentation	15
	Written Bibliography	5
<b>Total</b>		<b>100</b>

**Attendance Policy:** Intellectual growth and success in college are reinforced through interaction in the classroom. Students reach personal goals and course outcomes through regular and prompt attendance. The Education Department’s accelerated classes are intense and rigorous and demand student presence and participation. Therefore, if a student is absent from a cohort class

three times, the student will be academically withdrawn by the instructor on the third day.

**Grading Scale:**

A 100-92	A- 91-90	B+ 89-88	B 87-82	B- 81-80	C+ 79-78	C 77-72
C- 71-70	D+ 69-68	D 67-62	D- 61-60	F 59 & below		

**The Cultural Flag:** Designed as a graphic, the “flag” identifies the sources of the student’s personal cultural identity – race, ethnicity, gender, family, religion, etc. The oral presentation allows classmates to understand who each student is as an individual and as a member of a social group. (*See Chapter Three (page 79) of the text for additional information*).

**Field Experience/Reflection:** The interview engages a teacher in a conversation regarding the diversity(ies) the teacher encounters in the classroom daily. Using the rubric as the framework for the conversation, note the teacher’s responses. The work is no less than three, full, double-spaced and typed pages.

**“Contributors” to the Discussion:** The presentation explores the personal and professional life of a person (assigned) who has contributed to the discussion of race relations, cultural identity, multi-cultural education, poverty and/or other important issues of diversity a teacher is likely to experience in the classroom. The philosophy or tenets of the contributor are shared and the presentation notes the importance of the contributor’s work to the classroom teacher and students.

The oral presentation, supported with Power Point, is conducted within an 8-10 minute time frame. The presentation is supported by research. A written bibliography of the research is submitted.

**Court Case:** The presentation of a significant legislative action reveals the important rulings dealing with equality in education, freedom of expression, discipline and/or other pertinent issues.

The oral presentation, supported with Power Point, is conducted within an 8-10 minute time frame; the last 2-3 minutes are allowed for discussion. The presentation is supported by research. A written bibliography of the research is submitted.

**Format for Written Assignments:** The professional Education and Psychology communities have adopted the standards delineated in the Publication Manual of the American Psychological Association. The current work is the Fourth Edition, 1994, available in the bookstore and the library. Plagiarism is a serious unprofessional practice. Please consult the CCSJ Student Handbook as well as the APA Publication Manual for a) a description of plagiarism and b) how to avoid it.

**PAPER COPIES OF ALL WRITTEN ASSIGNMENTS ARE SUBMITTED; ALL WRITTEN WORK IS TYPED.**

**InTASC Teaching Standards:** The course will address

**Standard #1:** Learner Development: The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional and physical areas; the teacher designs and implements developmentally appropriate and challenging learning experiences.

**Standard #2: Learning Differences:** The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.

**Standard #3: Learning Environments:** The teacher works with others to create environments that support individual and collaborative learning and that encourage positive social interaction, active engagement in learning and self-motivation.

**Center for Academic Excellence:** Tutoring assistance is free to all students of Calumet College of St. Joseph. Call the Center for Academic Excellence (CAE), to make an appointment at 473-4287. The Center has experienced and well-trained tutors in most subject areas to help students who are struggling in a course or who are doing well and would like to do better. Regular weekly tutoring sessions are likely to improve your grade.

**Statement of Plagiarism:** If an instructor or other Calumet College of St. Joseph personnel find that a student has plagiarized or been involved in another form of academic dishonesty, the instructor or other personnel may elect to bring the matter up for judicial review. The maximum penalty for any form of academic dishonesty is dismissal from the College. The procedures for judicial review are listed under the section of CCSJ handbook that addresses student grievances.

**Citation Guidelines:** Calumet College of St. Joseph adheres to citation guidelines as prescribed by the particular discipline (i.e., MLA, APA, Chicago Manual of Style or Turabian.). All of these guidelines are available in the Calumet College of St. Joseph library or bookstore. These texts outline how to cite references from a variety of sources, including electronic media.

**Withdrawal from Classes Policy:** After the last day for class changes has passed (see College calendar), students may withdraw from a course in which they are registered with permission from the faculty member conducting the course. A written request detailing the reason(s) for the withdrawal must be filed with the Registrar. Written request for withdrawal must be received by the Registrar by the last day of classes prior to the final examination dates specified in the catalogue. Written requests may be mailed to the Registrar or faxed to the College fax number 219-473-4259. Students are to make note of the refund schedule when withdrawing from courses. The request is forwarded to the faculty member, who makes the final determination to accept or deny the request. If the request is honored, the student will receive notification of official withdrawal; if denied, the notification will indicate why the withdrawal is disallowed. Note: Degree Completion Division (DCD) students should consult the DCD Student Handbook for information on DCD withdrawals.

An official withdrawal is recorded as a "W" grade on the student's transcript. Dropping a course without written permission automatically incurs an "F" grade for the course (see Refund Schedule).