WINONA STATE UNIVERSITY
UNIVERSITY STUDIES APPROVAL FORM

Routing form for University Studies Course approval.

Course _EFRT 461_

Department Recommendation X Approved _____ Disapproved

XHReineke   _1/8/14_   _jreineke@winona.edu_

Department Chair   Date   e-mail address

Dean's Recommendation X Approved _____ Disapproved*

Janice A Sherman   _1-9-14_

Dean of College   Date
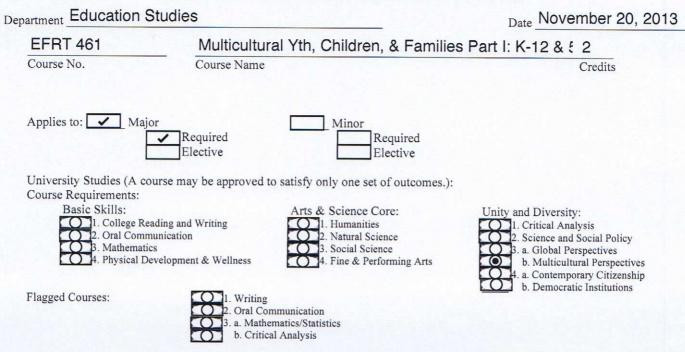
*In the case of a dean's recommendation to disapprove a proposal, a written rationale for the recommendation to disapprove shall be provided to the University Studies Subcommittee.

GEPS Recommendation _____ Approved _____ Disapproved _____ No recommendation

Chair, General Education Program Subcommittee   Date

A2C2 Recommendation _____ Approved _____ Disapproved

Chair of A2C2   Date

Faculty Senate Recommendation _____ Approved _____ Disapproved

President of Faculty Senate   Date

Academic Vice President Recommendation _____ Approved _____ Disapproved

Academic Vice President   Date

Decision of President _____ Approved _____ Disapproved

President   Date

Please forward to Registrar.

Registrar _____   Date entered   Please notify department chair via e-mail that curricular change has been recorded.

[Revised 10-22-12]

_S 2/26/14_

WINONA STATE UNIVERSITY
PROPOSAL FOR UNIVERSITY STUDIES COURSES

Department **Education Studies**   Date **November 20, 2013**

EFRT 461   **Multicultural Yth, Children, & Families Part I: K-12 & 5 2**

Course No.   Course Name   Credits

Applies to: [✔] Major   [ ] Minor
             [✔] Required   [ ] Required
             [ ] Elective   [ ] Elective

University Studies (A course may be approved to satisfy only one set of outcomes.):
Course Requirements:

Basic Skills:
- [ ] 1. College Reading and Writing
- [ ] 2. Oral Communication
- [ ] 3. Mathematics
- [ ] 4. Physical Development & Wellness

Arts & Science Core:
- [ ] 1. Humanities
- [ ] 2. Natural Science
- [ ] 3. Social Science
- [ ] 4. Fine & Performing Arts

Unity and Diversity:
- [ ] 1. Critical Analysis
- [ ] 2. Science and Social Policy
- [ ] 3. a. Global Perspectives
- [●] b. Multicultural Perspectives
- [ ] 4. a. Contemporary Citizenship
- [ ] b. Democratic Institutions

Flagged Courses:
- [ ] 1. Writing
- [ ] 2. Oral Communication
- [ ] 3. a. Mathematics/Statistics
- [ ] b. Critical Analysis

Prerequisites _____

Provide the following information (attach materials to this proposal):

Please see "Directions for the Department" on previous page for material to be submitted.

Attach a *University Studies Approval Form*.

Department Contact Person for this Proposal:

Jim Reineke   **5352**   **jreineke@winona.edu**

Name (please print)   Phone   e-mail address

EFRT 461 Course Outline

2. Course outline of the major topics, themes, subtopics, etc., to be covered in the course. This outline should be, at a minimum, a two-level outline, i.e., consisting of topics and subtopics. This information will be submitted to MnSCU by the WSU Registrar's office.

Issues Study
1. Demographic Trends and Issues
    a. Demographics 101
        i. Harold Hodgkinson and Demographic Trends
        ii. Demographic implications for Schools
        iii. Case Study: Researching Demographic Changes in local communities
    b. Culture and Cultural Competency
        i. Anthropology and Culture
        ii. Perceptual Filter and Perspective Taking
        iii. New Darwinism Ideology
        iv. Cultural Incongruence and Competence

2. Culture and Family Dynamics
    a. Conceptualizing cultural differences
        i. Ethnicity, Race, Social Class, Gender, Sexual Orientation
        ii. Respective Research Reports
        iii. Intersectionality
    b. Segmented Assimilation, Family Dynamics, and Academic Achievement Gap Research

3. Demographic Trends and Issues
    a. Demographics 101
        i. Harold Hodgkinson and Demographic Trends
        ii. Demographic implications for Schools
        iii. Case Study: Researching Demographic Changes in local communities
    b. Culture and Cultural Competency
        i. Anthropology and Culture
        ii. Perceptual Filter and Perspective Taking
        iii. New Darwinism Ideology
        iv. Cultural Incongruence and Competence

4. Culture and Family Dynamics
    a. Conceptualizing cultural differences
        i. Ethnicity, Race, Social Class, Gender, Sexual Orientation
        ii. Respective Research Reports
        iii. Intersectionality
    b. Segmented Assimilation, Family Dynamics, and Academic Achievement Gap Research

5. Ethnographic Techniques and Ethics
    a. Conceptualizing Ethnography
        i. Ethnography as art and science
        ii. Naturalism
    b. Tools and Skills of Ethnography
        i. Identifying Cultural Brokers
        ii. Interviewing Techniques
        iii. Document Identification
        iv. Data Analysis Strategies
    c. Ethical Challenges for Ethnographers
        i. Etic and Emic Perspectives
        ii. Data Interpretation and Presentation
        iii. Confidentiality Procedures
    d. Digital Ethnography Project
        i. Wordpress Platform
        ii. Project Structure
    e. Ethnographic Case Study/Clinical Experience
        i. Ethnographic Setting (15 hours)
        ii. Informants / Document Sources
        iii. Data Collection and Analysis

6. Ethnographic Implications for Teaching and Learning
    a. Relationship Building with Local Cultural Communities
    b. Curricula Choices
    c. Pedagogical Techniques
    d. Classroom Management Decisions

5. Course materials (textbook(s), articles, etc.).
    <u>Sociological Theory</u>

    Collins, R. (2007). Functional and conflict theories of educational stratification. *American Sociological Review*, *36*(6), 1002-1019.

6. List the student learning outcomes for this course and how each outcome will be assessed.

	Learning opportunities	How these ideas are assessed
a. demonstrate knowledge of diverse patterns and similarities of thought, values, and beliefs as manifest in different cultures;	Students read, study, and debate academic articles and book chapters that examine diversity through sociological, anthropological, and psychological lenses.	• Exams and quizzes • Reflective journals • Digital multimedia ethnography that examines the socio-cultural context and its influence on students' participation in school and learning.
b. understand the extent to which cultural differences influence the interpretation and expression of events, ideas, and experiences;	This course looks at race, class and gender and how those traits influence a person's participation in the world and in schools in particular. The course looks at the growth of social theories of learning and development from functionalism to conflict theory to interpretivism and how they developed over time.	• Reflective journals • Digital multimedia ethnography that examines the socio-cultural context and its influence on students' participation in school and learning. • Position paper
c. understand the extent to which cultural differences influence the interactions between individuals and/or groups;	Students read, study, and discuss academic articles that present cases of cultural differences and their impact on participation in schools and other social settings. The students use these ideas to shape their interactions with B-12 students in field experiences.	• Reflective journals • Digital multimedia ethnography that examines the socio-cultural context and its influence on students' participation in school and learning.
d. examine different cultures through their various expressions; and/or	N/A	
e. possess the skills necessary for interaction with someone from a different culture or cultural group.	Students take part in a field experience in schools or other community settings where they interact with B-12 students and cultural coaches to help them understand interaction patterns.	• Reflective journals • Digital multimedia ethnography that examines the socio-cultural context and its influence on students' participation in school and learning.