WINONA STATE UNIVERSITY
UNIVERSITY STUDIES APPROVAL FORM

Routing form for University Studies Course approval.

<table>
<thead>
<tr>
<th>Department Recommendation</th>
<th>Approved</th>
<th>Disapproved</th>
</tr>
</thead>
<tbody>
<tr>
<td>Department Chair</td>
<td></td>
<td>1/8/14</td>
</tr>
<tr>
<td></td>
<td></td>
<td><a href="mailto:rineke@winona.edu">rineke@winona.edu</a></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Dean's Recommendation</th>
<th>Approved</th>
<th>Disapproved*</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dean of College</td>
<td>1-9-14</td>
<td></td>
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</tbody>
</table>

*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.

<table>
<thead>
<tr>
<th>GEPS Recommendation</th>
<th>Approved</th>
<th>Disapproved</th>
<th>No recommendation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Chair, General Education Program Subcommittee</td>
<td>Date</td>
<td></td>
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<table>
<thead>
<tr>
<th>A2C2 Recommendation</th>
<th>Approved</th>
<th>Disapproved</th>
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<tbody>
<tr>
<td>Chair of A2C2</td>
<td>Date</td>
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<tr>
<th>Faculty Senate Recommendation</th>
<th>Approved</th>
<th>Disapproved</th>
</tr>
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<tbody>
<tr>
<td>President of Faculty Senate</td>
<td>Date</td>
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<tr>
<th>Academic Vice President Recommendation</th>
<th>Approved</th>
<th>Disapproved</th>
</tr>
</thead>
<tbody>
<tr>
<td>Academic Vice President</td>
<td>Date</td>
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<table>
<thead>
<tr>
<th>Decision of President</th>
<th>Approved</th>
<th>Disapproved</th>
</tr>
</thead>
<tbody>
<tr>
<td>President</td>
<td>Date</td>
<td></td>
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</tbody>
</table>

Please forward to Registrar.

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

[Revised 10-22-12]
WINONA STATE UNIVERSITY
PROPOSAL FOR UNIVERSITY STUDIES COURSES

Department: Education Studies  
Date: November 20, 2013

**EFRT 461**  
Course No.  

**Multicultural Yth, Children, & Families Part I: K-12 & 6 2**  
Course Name  

| Applies to: | Major | Required | | Minor | Required |
|-------------|-------|---------| |       |         |
|             |       | Elective| |       | Elective|

<table>
<thead>
<tr>
<th>Basic Skills:</th>
<th>Arts &amp; Science Core:</th>
<th>Unity and Diversity:</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. College Reading and Writing</td>
<td>1. Humanities</td>
<td>1. Critical Analysis</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Flagged Courses:</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Writing</td>
</tr>
<tr>
<td>2. Oral Communication</td>
</tr>
<tr>
<td>3. a. Mathematics/Statistics</td>
</tr>
<tr>
<td>3. b. Critical Analysis</td>
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</tbody>
</table>

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<thead>
<tr>
<th>Prerequisites</th>
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</table>

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**  
Name (please print)  

**5352**  
Phone  

**jreineke@winona.edu**  
e-mail address

[Revised 11-1-12]
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
6. List the student learning outcomes for this course and how each outcome will be assessed.

<table>
<thead>
<tr>
<th>Learning outcomes</th>
<th>How these ideas are assessed</th>
</tr>
</thead>
</table>
| a. **demonstrate knowledge of diverse patterns and similarities of thought, values,**<br>**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.  
• Position paper |
| d. **examine different cultures through their various expressions; and/or** | N/A                                                                                          | <null> |
| 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.  
• Reflective journals  
• Digital multimedia ethnography that examines the socio-cultural context and its influence on students’ participation in school and learning.  
• Position paper |