WINONA STATE UNIVERSITY
UNIVERSITY STUDIES APPROVAL FORM

Routing form for University Studies Course approval.

Course _EFRT 462_

Department Recommendation ___X___ Approved _____ Disapproved

JVReineke _2/24/14_ _jreineke@winona.edu_

Department Chair _____ Date _____ e-mail address _____

Dean's Recommendation ___✓___ Approved _____ Disapproved*

Janice A Sherman _2-25-14_

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 462   **Multicultural Yth, Children, & Families Part 2: Erly Ch**   **1**

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

[Revised 11-1-12]

EFRT 462 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
b. understand the extent to which cultural differences influence the interpretation and expression of events, ideas, and experiences;	Students read, study, and debate academic articles and book chapters that examine race, class and gender and how those traits influence a person's participation in the world and in schools in particular. Students examine the public school system and it's ability to serve various populations in our society by attending school district functions and interviewing school personnel.	• Reflective journals
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
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 bring back their reflections from EFRT 460 where they interacted with B-12 students and cultural coaches to help them understand interaction patterns. They use those reflections to examine the larger social influences on B-12 students participation in schools and schools ability to serve diverse populations.	• Reflective journals