

Check here if you agree to submit an Intercultural Course Proposal True

Effective catalog term:

Department:

Course Number:

Course title (official title for catalog):

Abbreviated title for class schedule (26 characters or less)

How many credits is this course worth?

When you click submit, a copy of your submission will be automatically emailed to you. Please include your full email address here:

Please enter your department chair's email here:

Today's Date:

Instructor(s):

Is this a NEW course?

Semester and year this course will first be offered:

every term

annually (Fall)

Frequency course will be offered: annually (Spring)

alternate years (fill in terms below)

if offered in alternate years - terms to be offered:

Will assignment of current faculty cover this course?

Cost and brief description of needed additions to library/media resources:

Cost and brief description of needed additional computer software and/or hardware:

Cost and brief description of needed additional equipment and/or instrumentation: I'd like to purchase IDIs for my students, they cost \$11 each.

Unusual classroom or space needs for this course, if any:

List all other Common Curriculum designations applied for and received:

List all other Common Curriculum designations applied for but not yet received: EL

Are there any prerequisites for this course? No

If YES, please list all prerequisites:

What key area(s) of another culture will students understand as a result of this course (for example, historical, economic, political, artistic)?

The goal of this course is to explore how schooling shapes and perpetuates cultures. Students will be looking at Australian education through the lenses of indigenous Aboriginal peoples, recent immigrants and members of the white majority. We will be looking at what is taught as part of the national curriculum in schools that serve different segments of the Australian population (eg. boarding schools for upper income majority white students vs. boarding schools for Aboriginals vs. urban public schools vs. urban independent or religious schools), who attends these schools, why, and how these schools shape or reproduce culture.

This course will utilize a collection of memoirs, research texts, documentaries and excursion experiences to explore the topic of schooling and culture (see attached bibliography). Students will learn multiple perspectives through historical memoirs including Sally Morgan's *My Place*, Doris Pilkington's *Follow the Rabbit-Proof Fence*. Students will also read and reflect on a variety of research articles, such as Yeo's (2010) *Belonging to "Chinatown": A Study of Asian Boarders in a West Australia Private Boarding School*, and M. Jacob's (2006) work entitled *Indian Boarding Schools in Comparative Perspective: The Removal of Indigenous Children in the United States and Australia, 1880-1940*. We will also view the documentary films *Utopia* by John Pilger (2013, focus on rural Australia and the experiences of Aborigines) and *abc's A Hidden America: Children of the Plains* (2011, focus on the Pine Ridge Indian Reservation), and *Our spirits don't speak English: Indian boarding school* (2008) to make comparisons to the schooling of Native

Americans in the U.S., focusing on how school was used (and still may be used) as a tool for cultural change and even eugenics. Students will understand how systems of schooling and curricula reflect cultural values and beliefs, and how education has been used to change culture in the past. We will also explore whether schooling has had positive and/or negative effects on specific cultural groups, what the outcomes of educational policies have been, and critique current education policies in both the U.S. and Australia using the information we gather as part of this course.

I plan to have students working with youth (hopefully mostly in area schools) through their Service Learning component, and will draw on their experiences working with students from both private and public schools, learning about these individual students and how they experience schooling. I hope we will be able to visit a rural Aboriginal school during the course, as well as a private boarding school as a class. Visiting a variety of schools will provide us with a chance to observe firsthand the variations in curriculum and opportunities that exist in modern day Australia.

Essential Questions

What are the historical roots of the modern Australian education system? How have educational policies in Australia advantaged and disadvantaged specific populations in the past? How does this compare to the history of education in the United States?

What are the different kinds of schools in Australia? Who attends each? Why? What are the experiences of students in those schools? How do these schools prepare young people for informed citizenship in Australia and in the world?

What cultural values are portrayed through schooling in Australia today? What variations do we see between opportunities available through different school types (public, private, indigenous, rural, urban), and what explains those variations? What are the educational and social outcomes?

How does Australia compare to the U.S. (and other nations) in terms of 'success; (PISA scores, eg.)? What do these test scores tell us about the educational priorities of the nation? The challenges this nation faces?

a. What will students do to demonstrate that they have achieved an appropriate level of understanding of culture?

Students will participate in class discussions, which will provide me with a formative assessment of their learning and will allow me address issues of misunderstanding and to adapt my teaching as we go. More formal assessments will occur through written assignments, a case study presentation and journals. The ongoing journals which will require students to respond so specific questions. Examples of these prompts include questions like: What do you see as some of the most striking similarities between how Aboriginals were treated in Australia and how Native Americans were treated in the U.S.? How might a student's ethnic, religious or socioeconomic background influence the schools they attend? What differing perspectives exist of the situations of Aboriginals in Australian society? What are the historical and cultural roots of cultures in contact that have led to the current challenges? What role does schooling play in telling the stories of Aboriginals? How do Aboriginals benefit from public and private education? Questions like these will allow me to ascertain whether students are both understanding factual information around schooling, as well telling me how their understanding of cultural values, perspectives and practices are developing.

A final written assignment will be the Opposing Viewpoints essay, which asks students to choose two viewpoints on an educational topic (see rubric). They may choose to look at two political speeches, or find two opinion pieces in newspapers. They might interview two individuals with divergent viewpoints on educations. The viewpoints might differ in terms of beliefs about the role of schooling, benefits and drawbacks of boarding schools, whether enough is

being done to provide educational opportunities to Aboriginals, or the value of state vs. private education. Whatever they choose, they will be required to analyze the viewpoints in terms of the cultural perspectives embodied in each side of the argument.

Students also present Schooling Case Studies, which are based on their service learning experiences with young people in the community. Successful presentations will explore the individual student experiences in terms of two or more cultural variables, such as religion, gender, language or ethnicity. (see rubric)

b. How will students DEMONSTRATE their understanding that the culture studied is not monolithic?

This course will repeatedly explore diversity within cultural perspectives. For example, we will read Michael Kenny's 1999 article entitled "Collective Memory" exploring how peoples experience memory and amnesia with regards to trauma, with specific examples from Australian Aboriginals (with some comparisons to Canadian Aboriginals, which provides a more familiar point of reference for students). The case of the Yin Yoront is described, in which an Aboriginal community collectively 'forgot' about an incident that is well-documented in 'western' history. This article provides a starting point for discussions about the diversity of perspectives within communities and between individuals with regards to how and why collective memories are maintained or not.

The Opposing Viewpoints essay specifically requires students to dissect two different viewpoints by exploring the cultural perspectives and values behind them.

The Case Study Presentations will require students to present the stories of at least two individuals who are attending schools, which will provide two different cultural perspectives on schooling.

Additionally, discussion and journal prompts will ask students to reflect on question such as: What are the different kinds of schools in Australia? Who attends each? Why? What diversity exists within the reasons given for wanting to attend each kind of school? What are the experiences of students in those schools?

Book discussions (for the two Aboriginal memoirs) and documentary film discussions will focus on issues relating to individual experiences, and will ask students to compare how each author talks about the intentions of schooling as well as the lived experiences of schooling. We will also compare those experiences with the ones expressed in the film Utopia.

Two short reflective essays will be required of students, one following our visit to an Aboriginal Boarding School/Aboriginal community where students will be able to speak with individuals about their experiences, and one following our group visit to a private boarding school catering to a higher socioeconomic demographic (likely including majority white students and some international students). These shorter essays (2-4 pages) will ask students to explore their cultural expectations going into the experiences, and then their reflections on how those assumptions were challenged during and after the experience.

c. How will students DEMONSTRATE their understanding that the culture studied is not static?

Many of the readings and films for this course explore historical perspectives on schooling in Australia, which naturally allows for an exploration of how cultural views have evolved over time. Book discussions (for the two Aboriginal memoirs) will focus on issues relating to individual experiences, and will ask students to compare how each author talks about the intentions of schooling as well as the lived experiences of schooling, and explore how the views of Aboriginals have changed over time. Additionally, the film Utopia does an outstanding job of showing historical perspectives on Aboriginal issues, including education, tracing the roots of Australia's 'White Only' policy to today's multicultural society. A reflective journal will ask students to

describe what they see as the most profound changes in Australia's approach to educating all Australians, and why.

What will students do to DEMONSTRATE their awareness that they ALREADY have culturally defined views that stem from their own background?

In order to build awareness around students' own cultural perspectives and practices, students will read and discuss articles, view videos and engage in several activities developed as part of the Maximizing Study Abroad project at the U of MN.

During our pre-departure orientation, students will take the Intercultural Development Inventory (Hammer & Bennett, 1998) online, and we will spend a session debriefing what student IDI scores mean. We will also read Towards ethnorelativism: A developmental model of intercultural sensitivity by M. J. Bennett (1993), and work through an activity related to Bennett's Developmental Model of Intercultural Sensitivity (DMIS) to further familiarize the students with that model. Additional texts to be explored during the pre-departure orientation include selected chapters of the books Follow the Rabbit-Proof Fence, by Doris Pilkington, and My Place, by Sally Morgan. We will also view selected scenes from Pilger's 2013 documentary Utopia and from ABC's documentary A Hidden America: Children of the Plains (2011) and discuss similarities and differences in the experiences of indigenous peoples in Australia and the United States.

Through the discussion and activities, students will have a chance to explore and articulate what some of their culturally defined views are, and how they stem from their experiences. We will use the activities "Exploring U.S. Culture" and "Teaching Culture using Cultural Objects of Products" (both from Maximizing Study Abroad) to delve into questions about what our individual and shared cultural experiences and beliefs are. In particular, I want to explore a Native American object in the second activity, to raise awareness about the indigenous peoples here in the U.S. so that we can begin talking about parallels and differences in comparison to Aboriginal cultures in Australia. Students will demonstrate their awareness of their own culturally defined views through discussion with these activities, as well as through a short reflective essay focusing on the essential questions of What is my culture? Why is this my culture?

How will students DEMONSTRATE an awareness that their responses to a new culture is affected by their existing cultural perspectives (those referenced above)?

Two short reflective essays will be required of students, one following our visit to an Aboriginal Boarding School/Aboriginal community where students will be able to speak with individuals about their experiences, and one following our group visit to a private boarding school catering to a higher socioeconomic demographic (likely including majority white students and some international students). These shorter essays (2-4 pages) will ask students to explore their cultural expectations going into the experiences, and then their reflections on how those assumptions were challenged during and after the experience. In reflecting on their cultural expectations prior to the visits, students will be asked to reflect back on the pre-departure exercises and what they realized about their own cultural values and perspectives as part of these essays.

During our last week of class, students will again take the Intercultural Development Inventory, and we will have a class discussion on what our scores mean. During this discussion, we will talk about how our cultural perspectives influenced our experiences of the new cultures we encountered. A final journal prompt will ask students to write briefly about how their intercultural development score changed during the semester, what it means, and how it relates to their understanding of their own culture and the cultures of others.
