

**Cal Poly State University**  
**EDUC 588**  
**Education, Culture and Learning**  
**Tuesdays and Thursday, 4:00-8:00 p.m.**  
**Bldg. 2 Room 101**

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**COURSE DESCRIPTION**

The purpose of EDUC 588 is to provide greater insight into the relationship(s) between culture(s) and learning in American culture and its various educational institutions. The readings, discussions, and writing assignments in this class will deepen and extend each student's knowledge and awareness of anthropological and psychological perspectives on schooling and education in American culture.

The materials from this course will examine:

1. the core values of American culture and primary educational institutions in this culture
2. the various ways in which multicultural education, and multiculturalism, have been defined
3. the meanings of culture, cultural group, ethnicity, ethnic group, minority group, and racial group

**REQUIRED MATERIAL**

There is no assigned textbook or reader for this class. We will "build" our own reader during the course. You will be responsible for making copies of one article for the entire class.

**COURSE EXPECTATIONS**

- EDUC 588 is a graduate seminar course which means students will be expected to participate in the teaching/learning process. You are expected to attend class, complete the required assignments, and be an active participant.
- To enhance your in-class learning, you will engage in 3 hours of service as part of your coursework. The service site should be a location where you can interact with a culture other than your own, preferably in an educational setting. You will submit a two-page reflection on your experience.
- You will be required to provide copies of one article for the entire class. You will become an "expert" on your article topic and present a 15 minute interactive lesson for the class.
- At the end of the quarter, you will submit a term paper which examines reoccurring themes from the course. You will pick one "lens" to analyze your topic.

## **SERVICE & REFLECTION**

During the second class, you will receive more information about the service activity. The purpose of the service is to enhance the course objectives through hands-on experience and to expose students to real social justice/multicultural issues.

You will be given one course release time to spend 3 hours with a non-profit agency. Head Start and Upward Bound will visit the class to provide options for the service requirement.

After completing your service, you will write a two-page (approximately 450 words) typed "reflection" on your service. Your reflection should include:

1. Who benefits from the services provided at your agency?
2. Why do you think the agency exists?
3. What recommendations do you have for agencies like the one you visited based on what you have learned from this course?
4. What did you learn from your experience?
5. How did the experience enhance or detract from the course?
6. Were any of your stereotypes reinforced or broken?

## **PRESENTATION**

Each student will select an article to present to the class. The purpose of the presentation format is to expose students to different teaching/learning styles, provide the presenter the opportunity to articulate what he/she has learned, and allow students to become an "expert" on at least one topic from the class.

You will provide copies of your article at least one session prior to your presentation. It is expected that all students will have read the article before you present. Your presentation should be approximately 15 minutes and should contain an interactive element – physical activity, worksheet, discussion, etc.

You will submit a one-page "lesson plan" for your presentation that includes a summary of your topic, describes your targeted teaching/learning style, and details what you have learned.

## **REFLECTION PAPERS**

You must submit 5 reflection papers.

For the *previous* class session, develop not longer than a one-page (approximately 200 words) typed "reflection" paper for *one* of the topics presented. Each paper is to include:

1. At least 2 major learnings.
2. Select one learning and explain *why* you found it important.
3. Explain how you hope to use the information professionally.