

CCS/ED 610 - EDUCATION AND CULTURAL PROCESSES

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INSTRUCTOR:

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Center for Distance Education
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Fairbanks, Alaska 99775

COURSE PROSPECTUS

CCS/ED 610 - Education and Cultural Processes

Instructor: Ray Barnhardt

Course Description

The course will focus on the advanced study of cultural processes associated with education, and the relationship of schooling to other aspects of a cultural system. Students will be required to prepare a paper in which they examine some aspect of education in a particular cultural context.

Course Purposes

1. To examine how education and culture are deeply intertwined processes that shape, prepare us for, and guide us through all aspects of our life.
2. To explore how our world view influences the way we think and what we do.
3. To examine ways in which cultures establish categories, rules and templates for ordering the universe.
4. To explore how education contributes to the formation of individual and cultural identity.
5. To examine the issue of self-determination in the context of the cultural and educational rights of indigenous peoples.
6. To examine the interrelationship between curriculum, the culture it represents, and the community in which it is offered.

Course Credit

Completion of the course will lead to three semester hours of graduate credit at the University of Alaska Fairbanks. The course will fulfill the State of Alaska certification requirement for “multicultural education,” and may be applied toward graduate programs at UAF.

Course Design

The course is designed to acquaint students who are located at sites distant from the UAF campus with the same course content they would be exposed to if they were enrolled in the course on campus. In addition, the course attempts to capitalize on the field-based learning opportunities available to off-campus students by incorporating exercises that engage students in on-site data gathering and issue analysis. Since the primary focus of the course is centered in Alaska, many of the readings utilize examples drawn from Alaska Native and rural school situations, though the issues addressed are relevant and readily generalizable to other cultural

contexts and school settings as well. If students find an assignment inappropriate to their particular situation, they are invited to contact the instructor to explore a more suitable option.

Course Administration

The course will be administered through readings, practical exercises, on-line resources, written assignments, e-mail and phone calls as needed. Students will work independently, with academic assistance available from the instructor (474-6431) and administrative support offered through the Center for Distance Education in Fairbanks (474-5353). Course assignments should be sent directly to the instructor by e-mail <ffrjb@uaf.edu>, or if that is not possible, they can be sent by fax or regular mail to the Independent Learning Program, addressed as follows:

**Center for Distance Education
Denali Building, College Road
University of Alaska Fairbanks
Fairbanks, AK 99775
(907) 474-5353 • Fax: (907) 474-5402
RACDE@UAF.EDU**

When submitting an assignment by e-mail a Word-formatted document is preferred, and the course and unit number should be included in the subject line.

Evaluation

Students will be evaluated on the basis of the written material turned in to the instructor (please stay within the page length of each assignment). The material will be read, evaluated, and returned to the student as soon as possible after receipt. The assignments are worth a total of 100 points, with an additional point available for the bonus assignment. The number of points for each assignment are as follows:

Unit 1 - 15 points
Unit 2 - 15 points
Unit 3 - 15 points
Unit 4 - 15 points
Unit 5 - 15 points
Unit 6 - 25 points
Bonus - 1 points

Grades for the course will be assigned on the basis of the following point/grade scale:

90 - 100 = A
80 - 89 = B
70 - 79 = C
60 - 69 = D
0 - 59 = additional work

Reading Materials

The following books and articles are required for this course:

Wallis - *Two Old Women*
Napoleon - *Yuuyaraq: The Way of the Human Being*
Kawagley - *A Yupiaq World View* (Second Edition)
Deloria and Wildcat – *Power and Place: Indian Education in America*
AKRSI - *To Show What We Know* (DVD)
Wilson - *Gwitch'in Native Elders: Not Just Knowledge, But a Way of Looking . . .* (CD)
ANKN - *Cultural Standards and Guidelines booklets*

To gain password access to the following on-line materials as well as other course resources, send an e-mail to Sean Topkok at sean@ankn.uaf.edu and he will forward the necessary access information to you.

Barnhardt/Tonsmeire - *Lessons Taught/Lessons Learned, Vol. I*
Stephens - *Handbook for Culturally Responsive Science Curriculum*
Barnhardt, C. - "Tuning-In: Athabaskan Teachers and Athabaskan Students"
Metge - "Te Kohao O Te Ngira/Culture and Learning: Ed. for a Multicultural Society"
Keeffe - "Aboriginality and Education"
Ascher - "The Organization and Modeling of Space"
Mericulieff - "Western Society's Linear Systems and Aboriginal Cultures"
Kawagley/Barnhardt, R. - "Education Indigenous to Place"
Kawagley, et al - "The Indigenous Worldview of Yupiaq Culture"
AEPS - "The Participation of Indigenous Peoples....."
WIPCE - "Coolongata Statement on Indigenous Peoples Education Rights"
Ongtooguk - "Their Silence About Us: The Absence of Alaska Natives in Curriculum"
Barnhardt - "Two Cultures, One School: St. Mary's, Alaska"
Barnhardt, R. - "Teaching/Learning Across Cultures: Strategies for Success"

Course Requirements

The course is organized around the following topics:

Unit 1 - Culture, Survival and Tradition
Unit 2 - Culture, Consciousness and World View
Unit 3 - Culture, Space and Knowledge Systems
Unit 4 - Culture, Education and Identity
Unit 5 - Culture, Education and Self-Determination
Unit 6 - Culture, Community and Curriculum

Assignment # 1 - Culture, Survival and Tradition - 15 points

Required reading:

Wallis - *Two Old Women*

Napoleon - *Yuuyaraq: The Way of the Human Being*

Education and culture are deeply intertwined processes that shape, prepare us for, and guide us through all aspects of our life. While schooling makes a contribution to our preparation for life, most of what we know and what we use to survive on a day-to-day basis is learned outside school. If schooling is to make a constructive contribution to people's education, we need to understand how it fits into the larger cultural and educational context in which it exists. That is the task to which this course is directed.

Since education was happening in Alaska long before schools appeared on the scene, we will start by stepping back in time and looking at how people learned what they needed to know to survive and thrive in "the old days." Your task for this unit is to read the books by Velma Wallis and Harold Napoleon, and then based on the Alaska Native situation, prepare a 3-5 page paper in which you describe and compare the role and processes of education in traditional times with the role and processes of education today. How did people learn what they needed to know in the old days, compared with how they learn what they need to know today? In the analysis of contemporary times, consider all aspects of education, not just schooling.

Assignment # 2 - Culture, Consciousness and World View - 15 points

Required reading:

Kawagley - *A Yupiaq World View* (Second Edition)

Wilson - *Gwitch'in Native Elders: Not Just Knowledge, But a Way of Looking*

Kawagley/Barnhardt, R. - "Education Indigenous to Place"

In this unit we will look at how our world view influences the way we think and what we do. The way we make sense of the world around us is intimately bound to the culture in which we are raised. As we encounter other cultural systems we carry our original set of cultural filters with us and interpret what we see within our own frames of reference. The misinterpretations, misunderstandings and misrepresentations that can result are the basis for many of the problems we experience with schooling in cross-cultural situations. What might schooling look like if it were to be viewed through the lens of an Alaska Native world view? Oscar Kawagley and Shawn Wilson give us a glimpse by describing how we might rethink schooling to make it more appropriate as a vehicle for nurturing a Native form of consciousness.

Your task for this unit is to read the three items listed above and then prepare three short papers (4-5 pages altogether) in which you respond to each of the following questions:

1. Using the study by Kawagley (particularly Chapter I) as a jumping off point, interview (informally) an elder or other resident authority in your community and observe everyday living and survival practices of the people around you. How does the world view reflected in your community compare with that of the Yupiaq, as described by Kawagley and the general observations outlined in the article by Kawagley and Barnhardt? You may define "community" in any way you wish - just be explicit about who you are referring to in your write-up. (2-3 pages)
2. Identify three examples from your own experience and observations that illustrate how different world views impact the way we approach educational practice. (1 page)

3. How does Kawagley's approach to the role of culture in education fit with that described by Wilson among the Gwitch'in? (1 page)

Assignment # 3 - Culture, Space and Knowledge Systems - 15 points

Required reading:

- Barnhardt, C. - "Tuning-In: Athabaskan Teachers and Athabaskan Students"
- Ascher - "The Organization and Modeling of Space"
- Merculieff - "Western Society's Linear Systems and Aboriginal Cultures"
- Kawagley, et al - "The Indigenous Worldview of Yupiaq Culture"

Different cultures organize their view of the world in different ways, each creating their own categories, rules and templates for ordering their universe. Sometimes these differences are explicit and obvious and sometimes they are so subtle and implicit that they go un-noticed. The four readings for this unit provide illustrations of different ways that culture influences how people make sense of the world around them. Your task is twofold:

1. Read each of the four articles and then write a one-page paper on each (for a total of four pages) in which you critique some aspect of the article in terms of how it relates to some aspect of your professional life. Please keep each paper to one page.
2. Write another one-page paper in which you reflect on your own knowledge system and how your behavior is influenced by the categories, rules and templates that you learned as a child. Give examples to illustrate your points when possible. When finished, you should be sending in five pages altogether.

Assignment # 4 - Culture, Ethnicity and Identity - 15 points

Required reading:

- Metge - "Te Kohao O Te Ngira/Culture and Learning: Education for a Multicultural Society"
- Keeffe - "Aboriginality and Education"

In this unit we will be looking at education in the broader sense of how it contributes to the formation of individual and cultural identity. To do so, we will journey to New Zealand and Australia to find out a little about how education is viewed in the Maori and Aboriginal worlds. Even though Aboriginal and Maori people are situated on the other side of the world from Alaska, you will see as you go through the readings that many of the issues they face are interchangeable with those of Alaska Natives. Your task for this unit is to describe some of the common issues/themes that indigenous people face around the world, and then offer some thoughts on why people from such different cultural and geographic origins would have so much experience in common. What implications does all this have for their cultural/ethnic identity. You should be able to condense your insights on this topic into no more than 3-5 pages.

Assignment # 5 - Culture, Education and Self-Determination - 15 points

Required reading:

Deloria and Wildcat - *Power and Place: Indian Education in America*
AEPS - "The Participation of Indigenous Peoples....."
WCIPE - "Coolongata Statement on Indigenous Peoples Education Rights"
UN Commission on Human Rights - "The Mataatua Declaration on Cultural and Intellectual Property Rights of Indigenous Peoples"
ANKN - Cultural Standards and Guidelines booklets

A key issue in education around the world is who determines what form it will take. Is education the responsibility of the people being educated, or should it be the responsibility of someone else? In the case of Alaska Natives, Native Americans and other indigenous peoples around the world, they are increasingly adamant that it is their fundamental right to determine the educational future of their children. Based on the five readings and any other information/experience you can bring to bear, write four one-page papers in which you examine the cultural and educational implications of indigenous people assuming responsibility for each of the following areas, including what you think might be different from current educational practice.

1. Political and administrative structures of education
2. Professional roles associated with education
3. Curriculum content in the schools
4. Their own cultural and intellectual property

Assignment # 6 - Culture, Community and Curriculum - 25 points

Required reading:

Ongtooguk - "Their Silence About Us: The Absence of Alaska Natives in Curriculum"
Barnhardt - "Two Cultures, One School: St. Mary's, Alaska"
Stephens - *Handbook for Culturally Responsive Science Curriculum*
Barnhardt/Tonsmeire - *Lessons Taught/Lessons Learned, Vol. I*
Barnhardt, R. - "Teaching/Learning Across Cultures: Strategies for Success"
AKRSI - "To Show What We Know" (video)

All of the issues we have examined in the previous units eventually have bearing in one way or another on what happens on a day-to-day basis in school classrooms. The Ongtooguk, Stephens and Barnhardt articles listed for this unit, the video, and the last four articles in the Lessons Taught/Lessons Learned book (Pg. 83-140) each address issues associated with the interrelationship between curriculum, the culture it represents, and the community in which it is offered. Your task for this final unit is to prepare an essay comparable to those in "Lessons Taught/Lessons Learned" (5-8 pages in length), in which you apply your own creative ideas to some aspect of cross-cultural education in Alaska. As in the book, you can focus on issues of schooling generally, or on applying your ideas to a specific curriculum unit (see Pg. 1 and 51 for additional guidance). Give the assignment some careful thought and where appropriate, make use of the ideas we have covered in this course.

Optional Bonus Assignment - 1 point

Please write a one page critique of this course, including critical comments on both the format and the content, as well as your assessment of the readings. This assignment is worth one point no matter what you say, so say what you think.

Good luck!