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Theme: Understanding One's Own Culture Through Cultural Narration

[MENU](#)

Cultural Autobiography: A Tool to Multicultural Discovery of Self

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This article describes how the author utilizes the genre of autobiography in her Multicultural Education class to help students discover cultural influences in their and others' lives through writing and sharing. She believes this self-reflective process is an important step toward becoming effective multicultural educators.

Self-reflection is gaining popularity in multicultural education as a way of understanding self and others (Tiedt and Tiedt, 1999; Reed-Danahay, 1997). I also incorporate self-reflection in the form of cultural autobiography into my undergraduate and graduate teaching of multicultural education at Eastern College. The main goal of this writing assignment is twofold: to challenge students to reflect on events and life experiences that have shaped their cultural premises, and to have them share their reflections in class so that cultural diversity among them may be discovered in a natural way. This assignment demands that students unravel their cultural assumptions critically.

WRITING

I advise students to be guided by Goodenough's definition of culture (1981) as they prepare for this cultural autobiography. I provide for this assignment a guideline, which includes the definition, as follows:

Cultural autobiography is a reflective, self-analytic story of your past and present. First, **narrate** your life experiences that you consider of significance in shaping your worldview. You may include typical and/or exceptional events from your childhood, school years, religious life, family life, etc.; memorable encounters with individuals of various backgrounds; etc. Second, **analyze** how these experiences have shaped your culture--standards for thinking, valuing, behaving and evaluating (Goodenough, 1981)--and **interpret** the cultural meanings of these experiences to you. The narration and analytic interpretation may or may not be separated in your writing. Lastly, **reflect** on the process of writing the cultural autobiography. How has this process helped you discover your multiculturalness?

Submit the cultural autobiography in 5 to 10 double-space typed pages. Since I am interested in seeing how you are able to reflect on and examine your own cultural assumptions, which is important in becoming an effective teacher in a multicultural environment, you will not get a good grade by simply narrating how your life has been. To be able to do a meaningful interpretation of your past and present, you need to have a clear understanding of how one's culture is constituted and how one becomes multicultural.

Writing A Cultural Autobiography

**Hancı-Azizoglu, Eda Başak,Kavaklı,
Nurdan**

Writing A Cultural Autobiography:

Developing Critical Cultural Competence Jewell E. Cooper, Ye He, Barbara B. Levin, 2011-08-31 This book shows you how to provide professional development for teachers that deepens their cultural understanding and includes activities for translating new knowledge into action Companion website available Provided by publisher *Overcoming Cultural Mismatch* Abigail L. Fuller, 2021-07-15 Students in U S public schools represent an array of cultural heritages From students cultures emerge different ways of constructing knowledge making sense of experiences and learning Gay 2000 The majority of teachers unlike their students are white mono cultural females who lack experience with individuals of other cultures Student diversity is increasing at a faster rate than teachers of color As a result there is a cultural mismatch between students and teachers This book introduces readers to cultural mismatch and culturally responsive teaching Two mechanisms for activating change are presented in the Framework for Overcoming Cultural Mismatch Roles of Teachers and Administrators and the Inclusive Schools Action Plan Stirring up a sense of urgency in educators and then guiding school teams on planning and implementation teachers and school leaders can commit now to equity for all students In order to effectively teach all children regardless of ethnic racial socioeconomic religious and other differences practicing and pre service teachers must be aware of the role a student s cultural background plays in their readiness to learn and how they learn In order to develop this awareness teachers must reflect on his or her own cultural lens and how it informs teaching

Questioning Assumptions and Challenging Perceptions Connie L. Schaffer, Meg White, Corine Meredith Brown, 2016-01-15 For a moment consider you don t know what you don t know What individuals know about urban schools is often based on assumptions and perceptions It is important for individuals to examine these assumptions and perceptions of urban schools and the students who attend them While many textbooks support how teachers should teach students in urban settings this book asserts individuals can be effective teachers in these settings only if they first develop an understanding urban schools and the students who attend them As readers progress through the chapters they will realize they don t know what they don t know Within a framework of cognitive dissonance readers will continuously examine and reexamine their personal beliefs and perceptions Readers will also investigate new information and varied perspectives related to urban schools When readers finish this book they will be on their way to becoming effective teachers in urban environments Culturally Proficient Leadership Raymond D. Terrell, Eloise K. Terrell, Randall B. Lindsey, Delores B. Lindsey, 2018-05-23 Becoming a culturally proficient leader requires the kind of courage clarity and insight that can only come from looking inward first It s a personal learning journey of will and skill and if you re up to the challenge one that will change how you see your school your students and yourself as you build your own cultural competence Consider this second edition of Culturally Proficient Leadership your personal road map for navigating that journey Each chapter of Culturally Proficient Leadership invites you to put your experiences up front and challenges you to reframe your story based on multiple viewpoints now notably with the

addition of new coauthors Delores Lindsey and Eloise Kemp Terrell who have their own remarkable stories and insight to share Overall all four authors will help you answer the critical question Is what we say what we do utilizing the tools of Cultural Proficiency to engage in Reflections and Cultural Interviews to explore what you learn about those who are culturally different from you develop a Cultural Autobiography to provide a picture of the cultural memberships that have influenced who you are as a person use the Cultural Proficiency Continuum to examine your progress as a leader in serving your students and communities prepare an intentional Leadership Plan that summarizes your journey from Cultural Precompetence to Cultural Proficiency The central inside out premise of Cultural Proficiency is that engaging in deep introspection around one s personal beliefs values and behaviors in response to human differences is the first step toward systemic educational reform We invite you to embark on this journey of self awareness of moral courage and of the life affirming power of human diversity I believe deeply that we cannot solve the challenges of our time unless we solve them together unless we perfect our union by understanding that we may have different stories but we hold common hopes that we may not look the same and may not come from the same place but we all want to move in the same direction toward a better future for our children and our grandchildren Barack Obama Los Angeles Times 2008 Diaspora Poetics and Homing in South Asian Women's Writing Shilpa Daithota Bhat,2018-03-14 This anthology of essays deliberates chiefly on the notion of locating home through the lens of the mythical idea of Trishanku implying in between space and homing in diaspora women s narratives associated with the South Asian region The idea of in between space has been used differently in various cultures but gesture prominently on the connotation of hanging between worlds Historically imperialism and the indentured grimit system triggered dispersal of labourers to the various colonies of the British Of course this was not the only cause of international migratory processes The partition of India and Pakistan led to large scale migration There was Punjabi migration to Canada Several Indians particularly the Gujaratis travelled to Africa for business reasons South Indians travelled to the Gulf for employment There were migrations to East Asian countries under the kangani system Again these were not the only reasons The process of demographic movement from South Asia has been complex due to innumerable push pull factors The subsequent generations of migrants included the twice thrice and likewise displaced members of the diaspora Racial denigration and Orientalist perceptions plagued their lives They belonged to various ethnicities and races inhabited marginalized spaces and strived to acculturate in the host society Complete cultural assimilation was not possible creating layered and hyphenated identities These intricate social processes resulted in amalgamation and cross pollination of cultures inter racial relationships and hybridization in all terrains of culture language music fashion cuisine and so on Situated in this matrix was the notion of Home a special personal space which an individual could feel as belonging to very strongly Nostalgia loss of home culture shock and interracial encounters problematized this discernment of belongingness and home These multifarious themes have been captured by women writers from the South Asian region and this book looks

at the various aspects related to negotiating home in their narratives

Writing Outside the Nation Azade

Seyhan, 2012-01-06 Some of the most innovative writers of contemporary literature are writing in diaspora in their second or third language Here Azade Seyhan describes the domain of transnational poetics they inhabit She begins by examining the works of selected bilingual and bicultural writers of the United States including Oscar Hijuelos Maxine Hong Kingston and Eva Hoffman and Germany Libuse Monkov Rafik Schami and E S Zdamar among others developing a new framework for understanding the relationship between displacement memory and language Considering themes of loss witness translation identity and exclusion Seyhan interprets diasporic literatures as condensed archives of cultural and linguistic memory that give integrity and coherence to pasts ruptured by migration The book next compares works by contemporary Chicana and Turkish German women writers as innovative and sovereign literary voices within the larger national cultures of the United States and Germany Seyhan identifies in American multiculturalism critical clues for analyzing new cultural formations in Europe and maintains that Germany's cultural transformation suggests new ways of reading the American literary mosaic Her approach however extends well beyond these two literatures She creates a critical map of a third geography where a transnational multilingual literary movement is gathering momentum Writing Outside the Nation both contributes to and departs from postcolonial studies in that it focuses specifically on transnational writers working outside of their mother tongue and compares American and German diasporic literatures within a sophisticated conceptual framework It illustrates how literature's symbolic economy can reclaim lost personal and national histories as well as connect disparate and distant cultural traditions

Futuristic and Linguistic Perspectives on Teaching Writing to Second Language Students

Hancı-Azizoglu, Eda Başak, Kavaklı, Nurdan, 2020-12-11 The aptitude to write well is increasingly becoming a vital element that students need to succeed in college and their future careers Students must be equipped with competent writing skills as colleges and jobs base the acceptance of students and workers on the quality of their writing This situation captures the complexity of the fact that writing represents higher intellectual skills and leads to a higher rate of selection Therefore it is imperative that best strategies for teaching writing speakers of other languages is imparted to provide insights to teachers who can better prepare their students for future accomplishments Futuristic and Linguistic Perspectives on Teaching Writing to Second Language Students examines the theoretical and practical implications that should be put in place for second language writers and offers critical futuristic and linguistic perspectives on teaching writing to speakers of other languages Highlighting such topics as EFL ESL composition digital storytelling and forming identity this book is ideal for second language teachers and writing instructors as well as academicians professionals researchers and students working in the field of language and linguistics

Legacies of the Comfort Women of World War II Margaret D. Stetz, Bonnie B. C.

Oh, 2015-02-12 The stories of the former comfort women have galvanized both Asian and non Asian intellectuals working in a variety of fields Scholars of Asian history and politics feminists human rights activists documentary filmmakers visual artists

and novelists have begun to address the subject of the comfort system to take up the cause of the surviving comfort women's struggles to call attention to sexual violence against women especially during wartime to consider the links among militarism racism imperialism and sexism and to include this history into 20th century political history This volume contains a cross section of responses to the issues raised by the former comfort women and their new visibility on the international stage Its focus is on how theorists historians researchers activists and artists have been preserving interpreting and disseminating the legacies of the comfort women and also drawing lessons from these The essays consider the impact and influence of the comfort women's stories on a wide variety of fields and describe how those stories are now being heard or read and used in Asian and in the West

The Traveling and Writing Self Marguerite Helmers, Tilar Mazzeo, 2009-03-26 The collected essays that comprise *The Traveling and Writing Self* examine the critical relationship between the journey the author of the travel narrative and published and private texts Contributors draw attention to the performed nature of the travel writer's self emphasizing that the carefully crafted persona of the traveler protagonist is a fiction The traveler's identity is frequently in flux negotiating between social convention literary convention personal motivations and nationalist agendas *The Traveling and Writing Self* is a notable addition to studies of travel writing because the contributors explore several genres in addition to the traditional accounts of the journey these genres include histories of exploration diaries memoir poetry film and short story Not limited to a specific historical era or geographical location individual chapters explore the work of Rebecca Solnit Isak Dinesen Melinda Atwood William Byrd E J Pratt Beatrice Grimshaw and Louisa May Alcott From each we learn that perhaps the most interesting subject of any travel account is the author

Cultural Encounters Charles Burdett, Derek Duncan, 2002 The 1930s were one of the most important decades in defining the history of the twentieth century It saw the rise of right wing nationalism the challenge to established democracies and the full force of imperialist aggression *Cultural Encounters* makes an important contribution to our understanding of the ideological and cultural forces which were active in defining notions of national identity in the 1930s By examining the work of writers and journalists from a range of European countries who used the medium of travel writing to articulate perceptions of their own and other cultures the book gives a comprehensive account of the complex intellectual climate of the 1930s

Irish Women's Prison Writing Red Washburn, 2022-11-16 This book explores 50 years of Irish women's prison writing 1960s 2010s connecting the work of women leaders and writers in Northern Ireland during the Troubles This volume analyzes political communiqués petitions news coverage prison files personal letters poetry and short prose and memoirs highlighting the personal correspondence autobiographical narratives and poetry of the following key women Bernadette McAliskey Eileen Hickey Mairiad Farrell Sile Darragh Ella O'Dwyer Martina Anderson Dolours Price Marian McGlinchey formerly Marian Price and Eibhlín Ní Giolla Easpaig Ann and Eileen Gillespie Roseleen Walsh and Margaretta D'Arcy This text builds on different fields and discourses to reimagine gender and genre as central to an interdisciplinary and intersectional prison archive Centering Irish women's

prison writings in order to challenge canonization in history and literature this volume argues that women's lives and words offer a different view of gender and nation as well as offer a fuller and more inclusive archive of Irish history and literature. Additionally, this book will point to the ways in which their politics of everyday life and their cultural work is a form of anti-colonial civil rights feminism for it speaks truth to power in a world in which compliance and silence are valued. Overall, this text focuses on rethinking and recasting women's voices and words in order to document and promote the ongoing Irish freedom struggle from an abolitionist feminist perspective. Romanticism and Slave Narratives Helen Thomas, 2000-04-27

The first major attempt to relate canonical Romantic texts to writings of the African diaspora. **Resistance and the Sermon in American Literature** Matthew Smalley, 2024-05-30 With seemingly obsessive regularity American authors from the mid nineteenth century to the present evoke the sermon at culturally loaded moments in their works deploying the form to underscore the cultural work they imagine their novels or poetry to perform. Examining this longstanding tradition of literary preaching this book draws on literary applications of design theory to provide a nuanced account of American literature's complex anxious and persistent engagement with the Protestant sermon. Analyzing literary preaching as a transhistorical form that simultaneously attracts and repels authors Smalley demonstrates how major US writers Ralph Waldo Emerson Walt Whitman Nathaniel Hawthorne Rebecca Harding Davis William Faulkner Zora Neale Hurston and Toni Morrison have subverted the sermon's predominantly religious content in order to reimagine profound moments of reform in a political cultural and aesthetic mode. This study elucidates new lines of literary kinship offers fresh readings of familiar works and establishes literary preaching as an undertheorized but significant tradition in American literature. **Early Childhood Development: Concepts, Methodologies, Tools, and Applications** Management Association, Information Resources, 2018-12-07 A focus on the developmental progress of children before the age of eight helps to inform their future successes including their personality social behavior and intellectual capacity. However it is difficult for experts to pinpoint best learning and parenting practices for young children. Early Childhood Development Concepts Methodologies Tools and Applications is an innovative reference source for the latest research on the cognitive socio emotional physical and linguistic development of children in settings such as homes community based centers health facilities and school. Highlighting a range of topics such as cognitive development parental involvement and school readiness this multi volume book is designed for educators healthcare professionals parents academicians and researchers interested in all aspects of early childhood development. Postcolonial Life-Writing Bart Moore-Gilbert, 2009-06-08 At a time when concepts of identity and self representation are abundant in both literary and cultural studies Postcolonialism and Life Writing brings together the two increasingly popular and important fields of postcolonial studies and life writing. *The Collaborative Analysis of Student Learning* Amy Colton, Georgea Langer, Loretta Goff, 2015-05-21 A proven approach to transformative professional learning that raises achievement for all students. Does professional learning at your school promote teacher growth and propel student

achievement If you re ready for a change turn to trusted educators Colton Langer and Goff pioneers of an extraordinarily effective design for professional learning Collaborative Analysis of Student Learning CASL You ll find complete strategies resources and more in this evidence based book that addresses the Common Core State Standards Learn how to Benefit from the lessons learned by the authors over two decades of nationwide implementation as you design a sustainable CASL program that drives positive change at your school Inquire into student work and assessments to promote learning excellence for all Use the CASL Teacher as Collaborative Inquirer framework to promote culturally competent academically rigorous teaching Develop and implement new instructional strategies that mesh with Common Core standards Discover how to put CASL in place at your school helping faculty and students to reach their full potential This book is extraordinary and a must have for every practitioner striving to improve student learning Colton Langer and Goff provide explicit guidance on building a culture of collaborative inquiry to empower teachers and leaders to explore their own practices in a way that fosters meaningful and relevant learning for students Victoria Duff Coordinator of Professional Learning New Jersey Principal and Supervisors Association Teacher collaborative professional learning leads to improved teaching and student learning when it is skillfully orchestrated In this book Colton Langer and Goff provide an essential resource rich with strategies tactics tools and examples to guide both facilitators and team members to structure collaborative inquiry analysis and learning in ways that deepen their learning and practice and increase results for all students Joellen Killion Senior Advisor Learning Forward

Travelling Across Cultures Spanish Association for American Studies. Congreso,2000 International Handbook of Research on Teachers' Beliefs Helenrose Fives,Michele Gregoire Gill,2014-08-21 Teacher beliefs play a fundamental role in the education landscape Nevertheless most educational researchers only allude to teacher beliefs as part of a study on other subjects This book fills a necessary gap by identifying the importance of research on teacher beliefs and providing a comprehensive overview of the topic It provides novices and experts alike a single volume with which to understand a complex research landscape Including a review of the historical foundations of the field this book identifies current research trends and summarizes the current knowledge base regarding teachers specific beliefs about content instruction students and learning For its innumerable applications within the field this handbook is a necessity for anyone interested in educational research

Oral and Written Narratives and Cultural Identity Francisco Cota Fagundes,Irene Maria Blayer,2007 This interdisciplinary volume centers on the interrelations of storytelling and various manifestations of cultural identity from written to oral and from autobiographical to regional and national Indigenous storytelling as well as storytelling for and by children and the elderly are the main focus of these essays Together these fifteen texts make a significant contribution toward a deeper understanding of various aspects of textual and oral narrative they broaden the lines of inquiry into multidisciplinary and multicultural interests particularly those centering on the construction expression and contextualization of various types of identity and they illustrate the deployment of storytelling not only as testimony

contestation and subversion but also as peacebuilding Many countries languages and cultures are herein represented from the United States and Canada to Japan Singapore and Malaysia from English to Japanese to Greek to Italian to the languages of indigenous peoples of Latin America and the Philippines **"We've Gone the Whole Trip with Kenneth"** Andrea L. Watson, 1999

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Writing A Cultural Autobiography Introduction

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