**ED 219 -- Multicultural Issues in the Classroom**

**Spring 2019 Tuesdays -- 4:30-6:50 pm**

**Instructor: June Morris, MSEd**

**Please email me at** **morrisju@linnbenton.edu**

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| **To access this course outline and the links you** **MUST USE GOOGLE CLASSROOM.** **Here is the link: 3g3nl8****You will not find this course outline anywhere else.** **You must use your LBCC Identification to log in** |

**Office:**  I don’t have an office, but you can find me here approximately a half-hour prior to class.

**E-mail**:  please use this email address: **morrisju@linnbenton.edu**

**Course Outline:** Please use google classroom. This is available via your LBCC gmail account. **You will need this access code: 3g3nl8**

**Emailing Assignments**: Send to **morrisju@linnbenton.edu**with your name and “ED 219” in the subject line.

**Required Text:** I’ve noted which dates for which you must bring your book to class.

Noel, Jana. *Developing Multicultural Educators,* Long Grove, Illinois. Waveland Press.

**Note:** the bookstore may have supplied the more recent edition of this book. No worries. *Most* reading assignments are by chapter, not specific page. Just ask if you need help!

**Learning Outcomes for ED 219**

1. Describe the ways in which one's culture influences the workplace.
2. Examine the social construction of identity.
3. Name events and policies the emerged from the Civil Rights movement of the United States.

**Accommodations for Disabilities:** Students who may need accommodations due to documented disabilities, who have medical information which the instructor should know, or who need special arrangements in an emergency, **should speak with the instructor during the first week of class**. If you have not accessed services and think you may need them, please contact Disability Services, 917-4789.

**As we address the course outcomes, the course will be structured according to these questions:**

1. What is my origin story? Who do I come from? Who am I today?
2. As a teacher, what will my role be? How can I be a compassionate, culturally sensitive educator?
3. How will I take an active role in the classroom and beyond as an advocate for my students?

**Course Requirements**

**Assignments and Grading**

* In-class activities: 20%
	+ You need to be here to reap full benefit of our classroom community. Your attendance -- and the activities we complete in class -- are an essential part of this course.
		- [Origin Poem](https://www.sausd.us/cms/lib/CA01000471/Centricity/Domain/3043/I%20Am%20From%20Poem.pdf): (in class activity: write, share, and reflect).
		- [Cultural Pie](https://docs.google.com/document/d/1nEYTBwq_IfbCnJ-QF6EWo7VTBZpbRDeNPhRTzyOL-70/edit)
		- Guest Speaker reflections
		- Other activities
* [Autobiography](https://docs.google.com/document/d/1R6YBD3HDq6Iv9qK63CA-2ZECApRYWbjrANnFecVLl_k/edit): 10%
* Reflections/Responses to readings: 10%
	+ [School Experience](https://docs.google.com/document/d/1_M3eF8-PR3OkPFox0v1pCe3ZTParfUt7oMH075RurA4/edit)
	+ [Simulations in Classroom](https://docs.google.com/document/d/1iTAtCy3fbevORLEaKGDsF16p3Oyu0QMY6X8eS6NzDAM/edit)
	+ Guest Teachers
* [Anti-bias reading list](https://docs.google.com/document/d/1kI5nB3_8I19zt2QmjwwzyM2vO2u4-7CTuHK374G-YjE/edit): 10%
* [Civil Rights Interview](https://docs.google.com/document/d/1GAR9UfuNXCChbuZgRfw0blJizbsy26inJgOqWzJeZM0/edit): 10%
* [Implicit bias response](https://docs.google.com/document/d/1HuHSA5Q6-8_O2NZvlIuN1AwLAsQxYoCdbJRsBLCNQ2A/edit) 10%
* F[ield experience](https://docs.google.com/document/d/1en102C8rZmt7lITLgPsLA_WUW6BDpnOB5evjfn96xzc/edit) (includes presentation and written summary): 15%
	+ Plan ahead. Make arrangements now! Here’s some [Ideas!](https://docs.google.com/presentation/d/1bdrhFYiwwvmEJzF9oV4ZIiRN4AHhl6BF0ZdrtreSkhE/edit#slide=id.g32b12820bf_0_125)
* Final Exam: 15%

**WEEKLY AGENDA and THEMES**

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| **April 2 Week 1 Introduction to this course****Self Identification. What is my origin story?** |

* [Welcome! Introductions](https://docs.google.com/presentation/d/1D0J2cV12VOoU6wKc9mFcrCFd-iS89biizWa6RvCwgAk/edit#slide=id.g2d033159dd_0_1).
* Syllabus/Course Overview and Expectations
* [Definition](https://docs.google.com/presentation/d/1YEIBBRpDsDWcgsclpwbkiL2PHBSzGS7Rf7n4F4_ji-E/edit#slide=id.g2cc93dd2f0_0_74) of Multiculturalism and why it is important
* Write origin poem; share with your table group.
* **Homework: Read Chapter 1 and write** [**Autobiography**](https://docs.google.com/document/d/1R6YBD3HDq6Iv9qK63CA-2ZECApRYWbjrANnFecVLl_k/edit) **(due Week 2)**

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| **April 9 Week 2 Concepts of Culture****How does my background -- my origin -- shape who I am today?**  |

**Due Tonight: Autobiography**

**You will need your textbook tonight!**

[Intro: Multiculturalism in Australia](https://docs.google.com/presentation/d/1xdriJrRLFPdwpHo81NnytcekNjUunOuVEF_Tb6FtggI/edit#slide=id.g2ef771fadb_0_73)

* + What do you like? Other observations?
* [What is culture?](https://docs.google.com/presentation/d/19uzX0Pi6EbMtY9-n43Ih2IqMvvFzqyx2odp5d2XOqzA/edit#slide=id.g2f5af21f79_0_10)
* Culture Readings -- at table groups
* [Cultural Pie activity](https://docs.google.com/document/d/1nEYTBwq_IfbCnJ-QF6EWo7VTBZpbRDeNPhRTzyOL-70/edit) (in class)
* [What is Privileged Learning?](https://docs.google.com/presentation/d/17OqxtyYTanMSNtgdKQit8de9URrF7pxXpICLCQvGvZw/edit#slide=id.p) How do we see it in schools? Bring book to examine chart on p. 24 -25.
* **Homework for next week**
	+ Read Chapter 4 and about [Learning Styles](https://docs.google.com/presentation/d/1JKms5QVlfQlkI9Kb-8JQQaU2hwvUSCvXjeTQiav7zUw/edit#slide=id.g2e2ce7bbf0_0_0) (click here)
	+ [Write a reflection](https://docs.google.com/document/d/1_M3eF8-PR3OkPFox0v1pCe3ZTParfUt7oMH075RurA4/edit) about YOUR OWN experiences in school. Due next week!
		- Use the language/vocabulary of this chapter.

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| **April 16 Week 3 Classroom Learning Styles and Orientations****Who am I today? How will I address the needs of diverse learners?**  |

**Due tonight: Reflection on your own school experiences.**

**Submit on google classroom.**

* Intro: View [Education in South Africa](https://docs.google.com/presentation/d/1yyzPcvA2CpHjOkiqgfg9WgPVvZxLKxHo9SGxNellQkU/edit#slide=id.g2e2bc512d8_0_44)
	+ What do you like? Other observations?
* Take the Gregorc Learning Styles quiz and [Debrief](https://docs.google.com/presentation/d/1JKms5QVlfQlkI9Kb-8JQQaU2hwvUSCvXjeTQiav7zUw/edit#slide=id.g2e2a2bd57b_0_30)
	+ How might you use this information in [lesson planning](https://docs.google.com/presentation/d/1_cNkDenYmtrARMoRFC8Ca34mH06XXNVb3Y9BLErrf48/edit#slide=id.p)?
* **On your own, do the following (before next week):**
	+ View [*Eye of the Storm*](https://www.youtube.com/watch?v=6gi2T0ZdKVc) with Jane Elliott.
	+ Read the [Teaching Tolerance article on classroom simulations](https://www.tolerance.org/magazine/spring-2008/classroom-simulations-proceed-with-caution).
	+ [Write reaction response](https://docs.google.com/document/d/1iTAtCy3fbevORLEaKGDsF16p3Oyu0QMY6X8eS6NzDAM/edit) to the practice of classroom simulations.
		- Submit on Google Classroom by April 23 (4 pm).
	+ Be prepared to discuss next week.
	+ **Read Chapter 2 prior to next week.**

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| **April 23 Week 4 Stereotyping, Prejudice, and Racism** **What part do I play in society? How do I interact with society?**  |

* Intro: Education in China ([Please Vote for Me](https://www.youtube.com/watch?v=KD1QSX2hOnk&t=188s) - first 5 minutes) and [Chinese Principal Dancing](https://www.youtube.com/watch?v=UkaJrzd6-hw)
* Some food for thought:
	+ Are you thinking about your [fieldwork](https://docs.google.com/presentation/d/1bdrhFYiwwvmEJzF9oV4ZIiRN4AHhl6BF0ZdrtreSkhE/edit#slide=id.g32b12820bf_0_125)?
	+ Debrief [*Eye of the Storm*](https://www.youtube.com/watch?v=6gi2T0ZdKVc) and the use of simulations in the classroom.
	+ Your reaction to simulations in the classroom is due no later than 11:59 April 24
* Teacher Guest Panel: Katy Allaback and Dena Minato
	+ You will write a reflection tonight on our guest speakers
		- Describe 2 things you learned
		- Make 2 connections between what our guest speakers say and what we have learned in class so far
		- **Turn in tonight**
* **REMEMBER: no face-to-face class next week!**

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| **April 30 Week 5 Civil Rights****What part do I play in society? How has society -- and the** **struggle of others -- shaped me as an advocate?**  |

* First, view these critical court cases. Take notes: what/where/when happened and how did the Courts resolve each case?
	+ View background on [Tinker vs. Des Moines](https://www.youtube.com/watch?v=SqQvygBVSxA), [Hazelwood vs. Kuhlmeier](https://www.youtube.com/watch?v=LuTVtokDYhY), [Lau vs Nichols](https://www.youtube.com/watch?v=iYH_Cj9aRUM), [Prayer in School](https://www.youtube.com/watch?v=usZh-Us9WM4), and [Wisconsin vs Yoder](https://www.youtube.com/watch?v=MRhY9TYBzO4)
	+ [Transgender Teens](https://www.youtube.com/watch?v=kbPv9Hn1l-s)
	+ [Read about Title IX](https://www.oregon.gov/ode/students-and-family/equity/civilrights/Pages/CivilRightsTitleIX.aspx)
	+ [Read about policies/practices around Transgender teens](https://www.oregon.gov/ode/students-and-family/equity/civilrights/Documents/ExamplesPoliciesEmergingPractices.pdf)
* Next:
	+ Read this: [the danger of simplifying a story (Rosa Parks)](https://zinnedproject.org/materials/politics-of-childrens-literature-rosa-parks-myth/)
	+ Take this: [6 Question Quiz about the history of slavery](https://www.washingtonpost.com/news/answer-sheet/wp/2018/02/03/a-six-question-quiz-test-yourself-on-the-history-of-american-slavery/?utm_term=.f0820145e6bf)
	+ Listen: [NPR: "Why schools fail to teach slavery's "hard history"](https://www.npr.org/sections/ed/2018/02/04/582468315/why-schools-fail-to-teach-slaverys-hard-history)
* Lastly, view this brief history of Civil Rights in Oregon. View scenes from ["Lift ev'ry voice" from OPB](https://www.opb.org/television/programs/oregonexperience/segment/portland-civil-rights-lift-evry-voice/) (until about 27:00; end of Albina story).
* [Civil Rights Interview](https://docs.google.com/document/d/1GAR9UfuNXCChbuZgRfw0blJizbsy26inJgOqWzJeZM0/edit)
	+ Due next week

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| **May 7 Week 6 Immigration and Imposition****What part do I play in society? How has society -- and the** **struggles of others -- shaped me as an advocate?**  |

* **YOU WILL NEED YOUR BOOK tonight!**
* Intro: Inspiring and Strong Teachers
	+ [Stand and Deliver](https://www.youtube.com/watch?v=vEj9ZwIzk44)
	+ [Stand and Deliver 2](https://www.youtube.com/watch?v=eU4-wIieuWU&has_verified=1)
	+ [What Teachers Make](https://www.youtube.com/watch?v=RGKm201n-U4&t=145s)
* Debrief homework from last week
* Activity: [Biographies of "unsung heroes"](https://www.rethinkingschools.org/articles/roles-for-teaching-about-unsung-heroes--2). Read and understand your character (you will have 15 minutes; you may do brief additional research so if you have a laptop, you can bring that).
	+ Next, complete the ["unsung heroes" racial/gender social justice hunt](https://zinnedproject-wpengine.netdna-ssl.com/wp-content/uploads/2011/11/unsung_heroes.pdf) (Zinn)
* [Lecture notes about Identity Construction](https://docs.google.com/presentation/d/1Y_eW0ofhOZGkuPYfLFgdNmi07TbSgLxZ9PrLJlorBU8/edit#slide=id.p)
* **Homework: Read Chapter 3 prior to class next week.**

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| **May 14 Week 7 Identity Construction Process****What part do I play in society? How has society -- and the** **struggles of others -- shaped me as an advocate?**  |

* **You will need your textbook tonight**
* Intro: Citizenship ceremony and citizenship test
* Guest Speakers: Javier Cervantes and students
* Time permitting, we will complete an in class activity: [Identity Star](http://breakingprejudice.org/teaching/group-activities/identity-star-activity/)

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| **May 21 Week 8 Identify Construction Process****What part do I play in society? How has society -- and the** **struggles of others -- shaped me as an advocate?**  |

* Intro: [Collegiate minority stories](https://www.youtube.com/watch?v=OR_UK_gslio)
* [Annotated book list is due.](https://docs.google.com/document/d/1kI5nB3_8I19zt2QmjwwzyM2vO2u4-7CTuHK374G-YjE/edit) As you examine the bibliographies of your colleagues, do the following on a piece of paper you will turn in:
	+ Note one idea for a book/film/article that you might read or view for your own education.
	+ I will collect this from you at the end of class tonight.
	+ **REMEMBER:** I also need a copy of your annotated bibliography so I can grade this assignment!
* Insider/Outsider activities -- we will complete at least two of these eye-opening activities
	+ [Millennials](http://breakingprejudice.org/teaching/group-activities/millennial-activity/)
	+ [Physical Appearance](http://breakingprejudice.org/teaching/group-activities/physical-appearance-categorization-activity/)
	+ [Subtle Prejudice](http://breakingprejudice.org/teaching/group-activities/subtle-prejudice-activity/)
	+ [Language](http://breakingprejudice.org/teaching/group-activities/language-activity/)
* Homework:
	+ View this [TED Talk about implicit bias](https://www.youtube.com/watch?v=QCFb4BiDDcE) in the classroom and read the posted articles about dress code. Consider how you have experienced -- directly or indirectly -- dress code bias.
	+ View this [TED Talk about how to confront our own biases](https://www.youtube.com/watch?v=uYyvbgINZkQ)
	+ [**Write a reaction about implicit bias.**](https://docs.google.com/document/d/1HuHSA5Q6-8_O2NZvlIuN1AwLAsQxYoCdbJRsBLCNQ2A/edit)

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| **May 28 Week 9 Putting it all together** **Multicultural Field Experience -- if you have not yet completed your fieldwork, you have tonight to work on it.****We will NOT meet tonight as a class.** |

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| **June 4 Week 10 Putting it all together****Multicultural Field Experience Presentations** |

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| **June 11 Final Exam** |