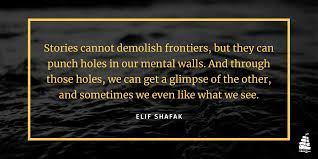


**ED 219 - Civil Rights, Social Justice & Multicultural Issues in Education**

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**Fall Term 2023/CRN 28423**

**Asynchronous Course**

**Instructor Information**

Instructor: Kanoe Bunney

Email: bunneyk@linnbenton.edu

Credits: 3

Office: MKH 111A, phone: 541-236-4927

Office Hours: Zoom: Mondays; 10 am (week 1); Tuesdays 11:30; Wed. 7 pm. Make an appointment for a virtual session using the link provided beneath my picture on the course moodle page.

**Course Access on Moodle**

Visit [www.linnbenton.edu](http://www.linnbenton.edu); sign in using your X number and password.

**COURSE DESCRIPTION**

Examination of equity and injustice based on social groupings such as race, gender, language, and ability. Exploration of equitable approaches and power in systems and institutions of society (e.g., schooling, curriculum, educational policy) and how to actively make change. Contemplation of multiculturalism and personal experiences through a wholeness approach. (Bacc Core Course). (Matches OSU catalog).

**DIFFERENCE, POWER, AND DISCRIMINATION COURSE (DPD)**

ED 219: Civil Rights and Multiculturalism in Education fulfills the Difference, Power, and Discrimination (DPD) requirement in the Baccalaureate Core (at Oregon State University). The DPD requirement engages students in the intellectual examination of the complexity of the structures, systems, and ideologies that sustain discrimination and the unequal distribution of power and resources in society. The unequal distribution of social, economic, and political power in the United States and in other countries is sustained through a variety of individual beliefs and institutional practices. These beliefs and practices have tended to obscure the origins and operation of social discrimination such that this unequal power distribution is often viewed as the natural order. Examination of the DPD course material will enhance meaningful democratic participation in our diverse community and our increasingly multicultural U.S. society.

**ED 219 COURSE LEARNING OUTCOMES**

1. Reflect on their own cultural identities and uncover unconscious biases (LO1)
2. Explain how difference is socially constructed (LO2)
3. Using historical and contemporary examples, describe how perceived differences, combined with unequal distribution of power across economic, social, and political institutions, result in discrimination (LO3)
4. Analyze ways in which the interactions of social categories, such as race, ethnicity, social class, gender, religion, sexual orientation, disability, and age, are related to difference, power, and discrimination in the United States (LO4)
5. Analyze systemic inequities and power dynamics within the structural and historical context of US Public schools, identifying issues of access and exclusion (LO5)
6. Describe educational practices which inform anti-racist and culturally-responsive pedagogy (LO6)

**DIFFERENCE, POWER AND DISCRIMINATION OUTCOMES (DPD)**

1. Explain how difference is socially constructed.
2. Using historical and contemporary examples, describe how perceived difference, combined with unequal distribution of power across economic, social, and political institutions, result in discrimination.
3. Analyze ways in which the interactions of social categories such as race, ethnicity, social class, gender, religion, sexual orientation, disability and age are related to difference, power and discrimination in the United States. (Matches OSU requirements as of August 2019).

**COURSE TOPICS:**

● Culture Definition and Context

● Funds of Identity; Implicit Bias

● Community and Inclusivity in Education

● Social Categories: Race, Ethnicity

Class, Neurodiversity, Gender, Sexual Orientation

● Abilities, Learning Styles, Rural/Urban Students

● Power Systems and Inequality

● Civil Rights

● Literature and Social Categories

**ATTENDANCE/PARTICIPATION**

This is an asynchronous course; please visit the course regularly and contribute to our class learning community through group discussions and interactions online. I highly encourage you to visit office hours during the first 3 weeks of the course so I can get to know you and understand how I can support your learning this term.

You are expected to visit our class site on a regular basis, participate in discussions and be prepared to build upon the content of the assigned readings.

Appropriate participation will be considered in the final grading (if your final grade is borderline, this can push you up or down). Appropriate participation includes speaking knowledgeably, listening to others, and asking constructive questions.

· *You* are responsible for your own learning. During the course, the instructor may opt to present live mini-lessons and you can choose to attend and get the most from the session. The exams and quizzes include material from assigned readings, videos, Moodle notes, and discussions.

The final exam requires a presentation of young adult or children’s literature. You are expected to present to a small group during a predetermined time. More information to come.

**ACADEMIC HONESTY**

**Read LBCC’s statement** [**here**](https://www.linnbenton.edu/about-lbcc/administration/policies/board-policies-and-administrative-rules/7000-series-student-services/ar-7030-02.php)**.**

Students at LBCC are responsible for pursuing their studies with honesty and fairness, and in a manner that respects the rights and dignity of others. Students must not engage in acts of dishonesty. Academic dishonesty includes, but is not limited to, such acts as forgery, changing or misuse of college documents and records of identification, cheating, plagiarism, aiding or abetting cheating or plagiarism, knowingly furnishing false information to the college, violating copyright or trademark, or copying college software.

Plagiarism is a type of academic dishonesty that involves the theft of another person’s idea, words, images, music/sounds, or creative works and/or deceit in the representation of who created the work by not properly crediting sources. Plagiarism, one form of cheating or dishonesty, is not just the failure to give credit for an exact quotation. Plagiarism includes both intentional and unintentional acts.

In this class, if you engage in plagiarism on an assignment, you will receive a 0 for this assignment. You will also be reported to Jill Childress, who directs the Board of Student Conduct. For this reason, we will use Turnitin, a software system which checks for plagiarism, when you submit assignments on Moodle.

**SUBMITTING ASSIGNMENTS & CHECKING YOUR GRADES**

Students will submit most assignments on Moodle and use the tool, Turnitin. Turnitin is an anti-plagiarism software. Because of the late policy and the student contract, the instructor will also provide you with a google document so that you can track your grades.

\*Every two weeks, I plan to complete a grading audit in order to keep up with Moodle posts and grading assignments in a timely manner. You may sign up for a time to assist in this process and receive extra credit.

**Resources**

*We draw from multiple sources throughout this term.* We rely on articles, open educational resources and videos. Be prepared to address many ways of knowing and be open to engaging in different perspectives. All resources will be posted on Moodle and the instructor will review materials prior to reading.

**COURSE REQUIREMENTS AND EVALUATION**

**What types of assignments, assessments and participation are expected of students?**

* **Participation**-Visit the Course moodle site on Monday mornings to understand the week’s expectations

* **Cultural Artifact Bag, Identity Mapping, Civil Rights Slides (10-25 points)**
* **Quizzes**-In class quizzes serve the purpose of accountability for reading. Most often based on focus questions. (15 points)

* **Autobiography Assignment**-Inclusive of Identity Mapping, Funds of Knowledge, Cultural Tree **(Due: Week 4)-(50 points)**
* **Field Experience Assignment**-Venture outside your comfort zone and reflect upon your experience. (Week 7-8)-50 points
* **Civil Rights Presentations: Pamphlets, Digital Slide Presentation (Weeks 5 and 6)**
* **Final Exam-Small Group Children’s Literature/Young Adult Book Presentations (75 points)**
* **Extra Credit: Attend any additional campus or community event related to the themes/topics of our course (20 points)**

**GRADING**

A 90-100% B 80-89% C 70-79% D 60-69% F 0%-59.9%

**ASSIGNMENTS**

Some assignments will be turned in during class sessions while others require you to turn them in through **our Moodle page.** When you submit assignments, I commit to grading them in a timely fashion and providing helpful feedback. If you submit an assignment on time, you have the opportunity to rewrite and resubmit for a better grade. It is to your benefit that all assignments be turned in on time. That being said, you may turn in late assignments. I will **not** apply the same time or feedback standards to late assignments and I will grade late assignments in the order that I receive them. With a few exceptions, Assignment due dates are target dates.

\*Assignments due during weeks 1-3 may be turned in by Sat. at midnight of Week 3.

\*Assignments due during weeks 4-6 may be turned in by Sat at midnight of Week 6

\*Assignments due during weeks 7-9 may be turned in by Sat at midnight of Week 9.

I encourage you to submit rewrites in order to improve your writing and possibly earn a higher grade. Rewrites are due within one week of receiving feedback.

**Exceptions: Week 1: Students who do not show up to class during this first week will be dropped from the class. The college must adhere to student-drop deadlines to ensure that those who are enrolled in the course remain in the course.**

1. All assignments (submitted on Moodle) should be double-spaced and written in 12-point Times font

2. Use a standard format (APA or MLA) for all citations.

3. Submit assignments using the dropboxes on Moodle. Sometimes assignments will be submitted in class. Please note that the Writing Center offers assistance and can work with you during any stage of the writing process, from brainstorming to final proofreading. Extra credit is awarded to students who visit the writing center in order to improve their writing.

4. Please use this standard for saving and submitting assignments: Last name \_ (name of assignment). Example: Bunney\_Artifact

5. Rewrites are strongly encouraged. An assignment submitted on time or before the due date can be rewritten and resubmitted for a higher grade. Writing is a process.

**VETERANS**

Veterans and active duty military personnel with special circumstances are welcome and encouraged to communicate these, in advance if possible, to the instructor.

**CAMPUS RESOURCES**

LBCC is committed to inclusiveness and equal access to higher education. If you have approved accommodations through the Center for Accessibility Resources (CFAR) and would like to use your accommodations in this class, please talk to your instructor as soon as possible to discuss your needs. If you believe you may need accommodations, but are not yet registered with CFAR, please go to [http:/linnbenton.edu/cfar](https://linnbenton.edu/cfar) for steps on how to apply or call 541-917-4789.

**LBCC Roadrunner Resources - Housing and Food**

Any student who has difficulty affording groceries or food, or who lacks a safe and stable place to live, is urged to contact a Student Resource Navigator in the Roadrunner Resources Office (T-112): Amanda Stanley, stanlea@linnbenton.edu, 541-917-4877. The navigator can connect students to resources. Furthermore, please talk with your instructor if you are comfortable doing so.

**Email Template**

Dear \_\_\_\_\_\_\_\_, Professor \_\_\_\_\_\_\_\_\_,

My name is \_\_\_\_ from Ed 219. I have a question about the \_\_\_\_\_\_\_ assignment. Where can I find the reading about culture?

Thank you.

Best,

Your Name

Please pay attention to spelling and grammar when you compose an email.

**ED 219 Assignments**

\*The instructor reserves the right to make minor changes in response to student learning and pacing of the course. The most accurate reading assignments will be posted on Moodle

| **Week** |  | **Theme/Resources** | **Materials** |
| --- | --- | --- | --- |
| **1** |  | **What is culture?**  **What comprises a community?** | What’s Culture Got to Do with it? <https://wakelet.com/wake/xZiCwUZLedk8_JRooPyIq>  Zaretta Hammond (2014) Chapter 2: The Culture Tree  Assignment: [Cultural Artifact Bag.](https://drive.google.com/file/d/1uVIC2WvlJhfSTZIAQxPrIaUMRX5UwuJv/view?usp=sharing)  Optional: [Know Your Why](https://www.youtube.com/watch?v=1ytFB8TrkTo) video  **Due: Cultural Artifact Bag**  **Syllabus Quiz-opens Wed; closes Sunday**  **Cultural Artifact Bag Slideshow-opens Tuesday: Post and Comment** |
| **2** |  | **Identity; Danger of a Single Story, Identity Mapping; In Class Quiz** | [Social capital](https://pix4free.org/photo/29973/social-capital.html) by [Nick Youngson](http://www.nyphotographic.com/) is licensed under [CC BY-SA 3.0](https://creativecommons.org/licenses/by-sa/3.0/).  [Brookings Report: Relationships, Who You Know and Social Capital](https://www.brookings.edu/research/who-you-know-relationships-networks-and-social-capital-in-boosting-educational-opportunity-for-young-americans/)  [ED Surge: Student Success](https://www.edsurge.com/news/2019-01-09-for-students-to-succeed-social-capital-matter-just-as-much-as-skills-here-s-why)  Watch:  [The Danger of a Single Story](https://www.ted.com/talks/chimamanda_ngozi_adichie_the_danger_of_a_single_story/comments) in preparation for class. What are some single stories told about your life? As a community college student? Let’s brainstorm.  We will start to discuss the concept of the Single Story as it pertains to our own lives and identities.  5. Identity Maps-Who are we as individuals? [Facing History and Ourselves](https://www.facinghistory.org/resource-library/identity-charts-1) What is the role of identity in K-12 classrooms? How can these lessons fit into the concept of classroom community?  Due Identity Map  Quiz: Social Capital and Single Stories |
| **3** |  | **Hidden Bias/Learning Styles (Video: Headscarf) Identifying book bias** | Beyond Race Cultural Influences on Human Social Life-please read pp. 1-6; from Module 1, Culture and Meaning to Theoretical Perspectives of Culture. Here is the link: [Beyond Race](https://drive.google.com/file/d/1O4Isun9H9_QDwakSnCtmxZh2cJ1dvNv5/view?usp=sharing) Bring a Quote from the video, “Danger of a Single Story” to submit on the nearpod slideshow.   1. Culture and meaning Reading: From Beyond Race-Discuss with a small group and then answer questions. 2. Questions from Session #3: Pair Share. 3. What is Implicit Bias? Slideshow-Begin Discussion   **Questions/Reflection Due** |
| **4** |  | **Advising and Equity/Social Class (Autobiography Due) In Class Quiz** | Week 4: a) Begin Book Bias Exploration. [Here](https://intime.uni.edu/evaluating-childrens-books-bias) is the link to the website from the University of Iowa which contains an evaluation criteria to view children's books. [Here](https://docs.google.com/document/d/1K3YfRm1K7o_PJSg7rQjN2XRbr5CetnabkG_Ed5T8XGg/copy) is the link to activity. Due: **Book Bias Activity** (you may work with a partner or triad).  B) Watch the video: [What does my headscarf mean to you? | Yassmin Abdel-Magied](https://youtu.be/18zvlz5CxPE)  Forum Due |
| **5** |  | **Social Categories; In-class Jigsaw Activity** | Week 5  Prior to Week Five, read  1. a) [Tara Westover: "I am not the American Dream" (link)](https://drive.google.com/file/d/1W8x8Aw8BeYPfigEP5s3pAI28jsrR3aEc/view?usp=drive_link)  and  b) [Differences in Advising Amongst Colleges: Narrowing Gaps (links for articles provided last week) (link)](https://drive.google.com/file/d/123c0pIV9_p0s73e0al4lhBT1xByPmsrX/view?usp=sharing)  2. 3-2-1 Activity with a Partner [Here is an example of the 3-2-1 Partner Reflection.](https://docs.google.com/document/d/1HJqRk3sgv2huTQ-uXly3W_3DPPamu1HEKsdhd9ZlBpA/edit?usp=sharing) Each pair submits one 321 activity  4. Next week and homework. Please sign up for 2 topics. See [jigsaw activity.](https://docs.google.com/document/d/1lzrcc3gU5QC1GdoiTNKnapIINuHul_SOdu7rwh4-rgQ/edit?usp=sharing)  Watch LB Implicit Bias Hiring Videos  **DUE: 321 Activity** |
| **6** |  | **Civil Rights:** [**https://www.civilrightsteaching.org/framing-movement/and-the-youth-shall-lead-us/**](https://www.civilrightsteaching.org/framing-movement/and-the-youth-shall-lead-us/) **In Class Quiz** | This week, we will discuss the Cultural [Field Experience Assignment](https://docs.google.com/document/d/11fjjNY0iKwI-PPr2qyPkcjfMS8DddwYcc4jB0vOfshU/edit?usp=sharing) hear from a guest speaker from our nearby school district and begin our Student Activist Assignment.   1. We continue to discuss the guidelines for the Cultural Field Experience Assignment. Students share possible experiences and ideas. We will hear from a representative from the Public Schools. We will also begin to learn about activism. Please sign up using the following google document. Each person will choose a different activist.   2. Here is the sign-up for the [Student Activist Biography](https://docs.google.com/document/d/1ujCxIjjwEvDDnKMXfkiIg14haPWrlO8oTa5khHUd4mo/edit?usp=sharing).  Be prepared to speak with others about this activist (20 points)-Record information in a padlet-like webpage. (More information to come).  4. Here are copies of the [interview sheets:](https://docs.google.com/document/d/1jXP6UT3ezuvrFQ_PQ6SRy0krxPcz1hfFb-d6VO3e7xk/edit?usp=sharing) |
| **7** |  | **Civil Rights Continued/The Rural Student** [**NPR: Slavery’s Hard History**](https://www.npr.org/sections/ed/2018/02/04/582468315/why-schools-fail-to-teach-slaverys-hard-history)**;**  **Library Visit-Final Project Introduction** | **Read**  **Ethnic Studies:** [**Oregon’s Ethnic Studies standards**](https://www.oregon.gov/ode/educator-resources/standards/socialsciences/Documents/Ethnic%20Studies%20Webpage%20Communication.pdf)**.**   * [**Ethnic Studies: a movement born of a ban**](https://www.npr.org/sections/ed/2017/08/13/541814668/ethnic-studies-a-movement-born-of-a-ban) * **Reflection to Follow in Notebook.**   **Optional:** [**Rosa Parks Article**](https://www.history.com/news/10-things-you-may-not-know-about-rosa-parks)**; then sign up for "And the Youth Shall Lead Us"**  **Begin Discussing** [**Final Project**](https://docs.google.com/document/d/18T_EKV3Y2g5MU3vh5gjXXGofnD5h4RlVAUn3d9u-LsU/edit?usp=sharing) |
| **8** |  | **Literature-Journal Topic Connection: What are the broader topics embedded within this children’s book?** | **Week 8:**  **1. Book Project: Start exploring different websites linked in the book assignment to find a book. Example:** [**A Day with no Words**](https://www.npr.org/2023/05/05/1174390728/a-day-with-no-words-can-be-full-of-meaningful-communication)**.** [**See Windows and Mirrors**](https://www.weareteachers.com/mirrors-and-windows/#:~:text=The%20phrase%20%E2%80%9Cmirrors%20and%20windows,view%20into%20someone%20else%27s%20experience) **to understand how books can be used to address topics, affirm differences and similarities, highlight strengths, and recognize unsung heroes.**  **Sample Book Sign up:** [DEV ED 219-SP23 Book Assignment Sign up](https://docs.google.com/document/d/10cK2Lb1SeNx_FihGcti87Dcb-uM333VWgakS-oFl6SQ/edit?usp=sharing)  **2. Supplemental Activity and Speaker: Dr. Erika Masaki, Rural Political Science Professor: The Rural Student:**  **See Websites:**  **Consider these questions: What is a rural school? Who are rural students? What percentage of schools in Oregon are classified as rural? What are the benefits and barriers associated with attending a rural school?**  [**https://www.insidehighered.com/quicktakes/2023/04/05/16-institutions-unite-help-rural-students-attend-college**](https://www.insidehighered.com/quicktakes/2023/04/05/16-institutions-unite-help-rural-students-attend-college)  [**https://www.edutopia.org/article/addressing-challenges-rural-students/**](https://www.edutopia.org/article/addressing-challenges-rural-students/)  [**https://collegepossible.org/news/supporting-students-in-rural-oregon/**](https://collegepossible.org/news/supporting-students-in-rural-oregon/)  [**https://educationnorthwest.org/insights/supporting-rural-oregon-students-high-school-and-beyond**](https://educationnorthwest.org/insights/supporting-rural-oregon-students-high-school-and-beyond)  **Watch:**  [**https://www.youtube.com/watch?v=9UUT7fd0buE**](https://www.youtube.com/watch?v=9UUT7fd0buE)  **--** |
| **9** |  | **I am Poems/Civil Rights Cases Continued/I am poems** | **Week 9:**   1. **Civil Rights Case: What are Civil Rights? Choose a Civil Rights Case from** [**this website**](https://www.findlaw.com/civilrights/civil-rights-overview/civil-rights-u-s-supreme-court-decisions.html) **and create an informational slide and include a question for classmates to answer. Slideshow must be complete by the beginning of the next class** [FA23-ED 219-Civil Rights Class Slideshow presentation](https://docs.google.com/presentation/d/1Ixn-uKUaP3Q7nGuziHryuTCXprZWjGHosSLin7sd4VM/edit?usp=sharing) 2. **Answer the question posed by the researcher. Students can present what they learned at the end of their pair-meeting.** 3. **“I am Poem” Based on Activism in History:**   [**And the Youth Shall Lead us**](https://www.civilrightsteaching.org/framing-movement/and-the-youth-shall-lead-us/)**. 1. Have students choose an activist group/organization. 2. Show an example of an “I am poem.” 3. See Slideshow** [FA23-ED 219online: And the youth shall lead us](https://docs.google.com/presentation/d/1BUsS0eoadAR1WWSCPzTOeetldg_uJ1kGSQZxsFPg_fc/edit?usp=sharing)**Quiz** |
| **10** |  | **Preparation for Final Exam** | **Final Reflection in notebook:**  Due:   1. What did you appreciate about this course? What would you tell future students? 2. What is one topic you wanted to explore further?   **Office Happy Hour Work Session on the Final Project** |
| **11** |  | **Final Exam Week** | **Final Presentations-Literature and Diversity** |

Possible Video Speakers:

Isley Gonzalez-Greater Albany Public Schools

Angel Dorantes-Latino Outreach, Recruitment and Retention Manager, LBCC

Amy Burbee-CWE-Cooperative Work Experience, LBCC (session 4)

Erika Masaki-Political Science, The Rural Student

Christy Stevens-Advisor, LBCC

Denise Hughes-Tafen-Autism and What is Neurotypical? Race/Disability Connection

Colleen Sanders-Open Education Resources

On your own Visits: Library: Implicit Bias in Books and the Final Project: Viewing Literature with a Critical Lens

Campus events for Cultural Field Experience Assignment

**HOW TO LEARN IN ED 219**

**1. READ the Articles, OER Materials and watch videos**

1. Read the assigned chapter or section.
2. Consult with another class member.As you finish the section, ask and answer the question. If you are unable to answer the question, reread the section. If you are able to answer the question, move to the next section.
3. Be curious. What do you want to know more about from each reading?

**2. HOW TO BE SUCCESSFUL IN THIS CLASS**

1. Challenge your own taken-for-granted notions *and* let the instructor challenge them as well.
2. Review the syllabus and learn policies and procedures for this class. Understand your rights and responsibilities as a student and as a class member.
3. Learn how to ask clarifying questions and how to be a coach for your classmates (we will begin week 1).
4. When confused, challenged, frustrated or having an “aha” moment, visit the instructor during her office hours.
5. Be engaged and work from your stretch zone. You will get out of this class what you put into it.

**4. EXPECTATIONS ABOUT YOUR SKILLS AND ABILITIES AS A STUDENT**

Your instructor assumes that students are already able to:

1. Write papers.
2. Use google documents, slideshows and turn in assignments.
3. Research and cite sources.
4. Use APA/MLA for source citations.
5. Use grammatically correct writing functions.
6. Use word processing programs.
7. Read a textbook and synthesize ideas.
8. Read a text and understand the author’s idea and talk to others about the ideas whether you personally agree with them or not.