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

**Winter 2019 Wednesday -- 4:30-6:50 pm**

**Instructor: June Morris, MSEd**

**Please email me at** [**morrisju@linnbenton.edu**](mailto:morrisju@linnbenton.edu)

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| **To access this course outline and the links you**  **MUST USE GOOGLE CLASSROOM.**  **Here is the link. You will not find this course outline anywhere else.**  **lk7yk28** |

**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**](mailto:morrisju@linnbenton.edu)

**Course Outline:** Please use google classroom. This is available via your LBCC gmail account. You will need this access code: lk7yk28

**Emailing Assignments**: Send to [**morrisju@linnbenton.edu**](mailto:morrisju@linnbenton.edu)with your name and “history 203” in the subject line.

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

Noel, Jana. (2008) *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?
2. Who am I today?
3. What part do I play in society? How do I interact with society?
4. As a teacher, what will my role be?

**Course Requirements**

**Assignments and Grading**

* In-class activities: 30%
  + 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.
  + If you cannot avoid missing class, there is no penalty for ONE absence. Notify instruction before class if possible. After one absence, you will lose 5% of this -grade for each absence).
* [Origin Poem](https://www.sausd.us/cms/lib/CA01000471/Centricity/Domain/3043/I%20Am%20From%20Poem.pdf): 5% (in class activity: write, share, and reflect).
* [Autobiography](https://docs.google.com/document/d/1R6YBD3HDq6Iv9qK63CA-2ZECApRYWbjrANnFecVLl_k/edit): 10 %
* Cultural Pie: 5%
* Reflections/Responses to in-class activities: 5%
  + School Experience, *Eye of the Storm*, and *Louder than a Bomb*
* [Anti-bias reading list and](https://docs.google.com/document/d/1kI5nB3_8I19zt2QmjwwzyM2vO2u4-7CTuHK374G-YjE/edit) poster: 5%
* Week 6 Civil Rights Interview: 5%
* F[ield experience](https://docs.google.com/document/d/1en102C8rZmt7lITLgPsLA_WUW6BDpnOB5evjfn96xzc/edit) (includes presentation and synopsis): 20%
  + 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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| **January 8 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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| **January 15 Week 2 Concepts of Culture**  **How does my background -- my origin -- shape who I am today?** |

**Due Tonight: Autobiography**

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

* + What do you like? Other observations?
* **You will need your textbook tonight!**
* [What is culture?](https://docs.google.com/presentation/d/19uzX0Pi6EbMtY9-n43Ih2IqMvvFzqyx2odp5d2XOqzA/edit#slide=id.g2f5af21f79_0_10)
* [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:
  + [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.
* Read Chapter 4 prior to next week.

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| **January 22 Week 3 Classroom Learning Styles and Orientations**  **Who am I today? How will I address the needs of diverse learners?** |

**Due tonight: Brief reflection on your own school experiences.**

* Intro: [Education in South Africa](https://docs.google.com/presentation/d/1yyzPcvA2CpHjOkiqgfg9WgPVvZxLKxHo9SGxNellQkU/edit#slide=id.g2e2bc512d8_0_44)
  + What do you like? Other observations?
* **You will need your textbook tonight!**
* Review key ideas of Chapter 4: [Learning Styles](https://docs.google.com/presentation/d/1JKms5QVlfQlkI9Kb-8JQQaU2hwvUSCvXjeTQiav7zUw/edit#slide=id.g2e2ce7bbf0_0_0)
* I will return your Autobiographies. You should have a grade from me.
* Homework: Read Chapter 2 prior to next week.
  + Make sure you are thinking about your required field experience. It may take a few phone call or emails, and definitely some research, in order to set up the field experience you want.
  + We will have a panel discussion with local teachers next week. Bring a few questions about learning styles and what that looks like in the classroom.

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| **January 29 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)
* Some food for thought:
  + Are you thinking about your [fieldwork](https://docs.google.com/presentation/d/1bdrhFYiwwvmEJzF9oV4ZIiRN4AHhl6BF0ZdrtreSkhE/edit#slide=id.g32b12820bf_0_125)? Remember, presentations are on March 5 and 12.
* Activity: preview well-recognized children’s books known for anti-bias. Anti-bias reading list [Assignment](https://docs.google.com/document/d/1kI5nB3_8I19zt2QmjwwzyM2vO2u4-7CTuHK374G-YjE/edit) includes an **annotated list of books to share**.
* Time permitting, we will view [*Eye of the Storm*](https://www.youtube.com/watch?v=6gi2T0ZdKVc) with Jane Elliott.
  + We will debrief this film and the assigned reading (see below) next week.
* Homework for next week:
  + View *Eye of the Storm*
  + Read the [Teaching Tolerance article on classroom simulations](https://www.tolerance.org/magazine/spring-2008/classroom-simulations-proceed-with-caution). Be prepared to discuss next week.

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

* Intro: America in the 1950s. Can education be separate but equal?
* Discuss [required Civil Rights exam](https://www.orela.nesinc.com/TestView.aspx?f=HTML_FRAG/OR008_PrepMaterials.html)
* View 4 critical court cases. Take notes.
  + 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), [West Virginia vs Barnette](https://www.youtube.com/watch?v=WsWljcF9REQ)
  + [Transgender Teens](https://www.youtube.com/watch?v=kbPv9Hn1l-s)
* We will also read this: [the danger of simplifying a story (Rosa Parks)](https://zinnedproject.org/materials/politics-of-childrens-literature-rosa-parks-myth/)
  + Optional: [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)
  + [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) (optional article)
* 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). 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)
* Discuss: What does the term “civil rights” mean? What has it meant? How might we rethink the traditional narrative?
  + [Malcolm X: "Learning to Read"](https://www.deltacollege.edu/emp/pwall/documents/LearningtoRead.pdf)
* 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).
* **HOMEWORK: Civil Rights Interview:** Find someone older than you who is willing to talk to you about his or her experiences. Craft 5-10 questions about their experiences around the concept of civil rights in the US. Sample questions to get you started: Were/are they part of a movement? Were/are they a vulnerable population? What about modern movements (like Black Lives Matter)? Have they felt part of or left out of the civil rights movements? Do they feel they have lost privileges due to certain rights or privileges others gained? Due Week 7.

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| **February 5 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?** |

* Intro: Citizenship ceremony and citizenship test
* Chapter 3: notes, discussion, and writing. Bring your book!
* Panel discussion or activity: what obstacles do immigrants face in the US?

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| **February 19 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!**
* Panel Discussion with local teachers. Be sure to ask questions!
* Discuss your Civil Rights Interviews at your table.
  + What did you learn?
  + What would you still like to learn?
  + Share with the larger group
* [Lecture notes about Identity Construction](https://docs.google.com/presentation/d/1Y_eW0ofhOZGkuPYfLFgdNmi07TbSgLxZ9PrLJlorBU8/edit#slide=id.p)
* Open book quiz over Chapter 5 moves to next week if our guest speakers run long.
* **Alert: Let’s discuss your required** [**field experience**](https://docs.google.com/document/d/1en102C8rZmt7lITLgPsLA_WUW6BDpnOB5evjfn96xzc/edit) **(presentation and synopsis).**

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| **February 26 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?** |

* **You will need your textbook tonight!**
* [Annotated book list and poster presentation is due.](https://docs.google.com/document/d/1kI5nB3_8I19zt2QmjwwzyM2vO2u4-7CTuHK374G-YjE/edit) Create as a poster presentation to present TODAY in class. We will complete a gallery walk of your posters. As you examine the posters of your colleagues, do the following on a piece of paper you will turn in:
  + Note one good idea from at least 5 posters
  + Note one idea for a book/film/article that you might read or view for your own education.
  + I need to collect this from you.
  + **REMEMBER:** I need a copy of your annotated bibliography so I can grade that piece of the assignment!
* Implicit Bias conversation: We will view this [TED Talk about implicit bias](https://www.youtube.com/watch?v=QCFb4BiDDcE) in the classroom and complete this jigsaw activity about [Implicit Bias in school dress codes](https://www.huffingtonpost.com/soraya-chemaly/every-reason-your-schools_b_8147266.html)
  + Read your paragraph, then find the others with the same number, including “lastly”). Discuss and choose a spokesperson from your group to share the key idea of your paragraph with the group.
  + Begin viewing ***Louder than a Bomb*.** As we view this documentary, keep a list in your notebook of the examples of implicit bias and how the various characters challenge or overcome this type of bias. **We will continue viewing this documentary next week in class.**

* **Homework for next week**:
  + Choose ONE question from the end of Chapter 5 to discuss next week with a series of partners. You may bring notes to help you in your discussion.
  + Next week you will also be presenting your field experience! Create a presentation with photos and a minimum of text. Make sure you make it clear how this experience stretched you to learn something new or engage in a new culture. I will call names at random next week; you must be ready to present if I call your name. Selected members of the class will give you feedback on your presentation and experience. Everyone will have a part!

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| **March 5 Week 9 Putting it all together**  **Multicultural Field Experience Presentations** |

* We will listen to about 10 tonight; the remainder next week.
* We will also discuss Chapter 5 (you had homework; see above).
* We will continue the film [***Louder than a Bomb***](https://www.youtube.com/watch?v=Cc0nfTYpu20&t=2902s)**. YOU MUST FINISH ON YOUR OWN!** You will write a response due next week.
  + **Response question**: How does this movie depict the concept of “implicit bias”? What other key ideas from the class does this film touch on?

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| **March 12 Week 10 Putting it all together**  **Multicultural Field Experience Presentations** |

**Final Exam: next week!**

**Read Week 11/March 19 for more info about the exam.**

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| **March 19 Week 11**  **Final Exam!** |

**How to take the exam:**

* **Click HERE for questions. They will be posted by Monday, March 18 at 8 am. Label your submission “final exam ed 219”**
* **You may take submit the final anytime between Monday, March 18 (8 am) and Wednesday, March 20 (11:59 pm)**
* There will be 5-6 short answer questions. Choose 3 for your responses.
* Each response should be between 1-2 pages, double spaced. You will rely heavily on the textbook for your answers. Each response should incorporate 2-3 key ideas from the textbook.
* **When you are done, share with** [**morrisju@linnbenton.edu**](mailto:morrisju@linnbenton.edu)