

Multicultural Education for Teachers

ELED 464 (4 credits)

Winter 2008

Karen Hoelscher, Ed.D.

karen.hoelscher@wwu.edu

Office: Miller Hall 251F (inside TESOL suite)

Office Phone: 650-3822

Office Hours: Thurs 8-9:20, F 10-12

Class Time: M/W 1-3

Room: Canada House 101

Drop in for office hour time or make appt:x3336

Course Description

This course aims to help you clarify your understanding of culture -- yours, and others' -- in preparation for life in a multicultural. Cultural diversity, as explored in this course, refers to individual human differences including but not limited to: race, ethnicity, socio-economic status, gender, sexual orientation, language, spirituality and religion, abilities, age, size, and family structure. As responsible and responsive citizens in a diverse world, you will benefit from personal examination of your own cultural characteristics as well as the cultural attributes of others. With an emphasis on "unity through diversity," this course allows the opportunity for you to understand your personal and community cultures, as well as the cultures of others.

Goals

During this course, you will ...

- ✓ Acquire an understanding of the meaning of diversity
- ✓ Examine and clarify your attitudes about difference
- ✓ Develop the knowledge and skills needed to understand, appreciate, and work with people from diverse backgrounds

Upon completion of the course, you should ...

- ✓ Be more adept at understanding the ways people behave and why
- ✓ Have a greater sense of responsibility and cultural sensitivity
- ✓ Be committed to making a positive difference in our world
- ✓ See your world, yourself, and your future coworkers with a broader vision

Texts (available at campus and community bookstores, and online)

- ✓ Cushner, Kenneth, et al. (2006, 5th edition). *Human Diversity in Education: An Integrative Approach*. Boston: McGraw Hill. (Text)
- ✓ Cushner, Kenneth, et al. (2006, 3rd edition). *Human Diversity in Education: Developing Multicultural Competencies for the Classroom*. Boston: McGraw Hill. (Workbook with hands on activities correlated to text)
- ✓ Alexi, Sherman. (2007). *The Absolutely True Diary of a Part-Time Indian*. New York: Little, Brown. (young adult novel) **Winner of the National Book Award, November 2007.**
- ✓ Bruchac, Joseph. (1997). *Eagle Song*. New York: Penguin Puffin Books for Young Readers. (elementary level novel)

Course Requirements (general descriptions-more information in class)

1. Professionalism. Practice professional personal habits both on campus and in a local public school that will guide you as a productive citizen of the world (e.g., being on time and ready to participate in each class session, developing thoughtfully-prepared and on-time assignments, participating in online and in-class discussions, participating in collaborative activities with your colleagues, and being accountable should an emergency require you to miss class).
2. Practicum. Complete a mini-practicum (3-5 visits, in lieu of class time) with local third grade students at Roosevelt Elementary School in the Bellingham School District. students using pre-developed teaching materials to support student exploration of the short chapter book *Eagle Song*, by Joseph Bruchac.
3. Choose Your Own Adventure. Advance your diversity knowledge, skills, and dispositions with a self-designed plan during the quarter (e.g., spend a day at the Jan 19, 2008 Martin Luther King, Jr. conference at Whatcom Community College, volunteer as a conversation partner with a WWU student in the Intensive English Program, serve as a study buddy with a WWU colleague enrolled in a language learning lab on campus, or an activity you design). Think in terms of 6-8 hours, total. You'll share your new learning with the class in a way that makes sense to you.
4. Reflective Journaling. Complete regular journal entries in and out of class. Contribute to online discussion forum based on your journal entries. Purchase a large Blue Book from the AS Bookstore and bring it to class on Day 2 and every day thereafter. Stay current on your journal entries as listed on the course calendar. Be prepared to share your thinking with your course colleagues and instructor.
5. Peer Teaching. Plan for and deliver, in teams of three, a mini-lesson aimed at opening our minds to equality, based on materials provided by the instructor.
6. Cultural Watershed. Develop and present a cultural watershed project illustrating the interconnection between your cultural attributes. Handout on Day 1 - *Looking Inside Ourselves: The Cultural Watersheds of Preservice Elementary Teachers*.

NOTE: You are responsible for handouts, notes, and assignments from class sessions. Make prior arrangements with a buddy who can brief you in your absence on classroom activity and allow you to make a copy of any handouts you missed. Returned items you miss will be placed in the red crate labeled "Hoelscher" in the foyer outside MH 251F.

Buddy: _____ Phone: _____

Email Address: _____

Evaluation

| Course Grades | | Grading Scale | | | |
|--------------------|-----|---------------|------------|----|-----------|
| Professionalism | 10% | A | 100% - 95% | C | 77% - 73% |
| Mini-Practicum | 30% | A- | 94% - 90% | C- | 72% - 70% |
| Adventure | 20% | B+ | 89% - 87% | D+ | 69% - 63% |
| Peer Teaching | 20% | B | 86% - 85% | D | 62% - 60% |
| Cultural Watershed | 20% | B- | 84% - 80% | F | BELOW 60% |
| | | C+ | 79% - 78% | | |

How to Do Well in This Class

√ The success of this course depends on your approaching readings, discussions, and interactive experiences *with an open and inquisitive mind and heart*. Promise yourself that you will arrive each day fully prepared to discuss the readings and fully committed to participate in discussion as a listener and speaker. We have so much to learn together, and we need your voice, always.

√ Please type all assignments unless otherwise noted. Out of class assignments, turned in late (i.e. any time after the class period in which they are due), will be docked 10%. Stop by and chat with the instructor during office hours (or at other times convenient to you) if you need further clarification on any assignment. Do this early, rather than waiting until a due date looms near.

√ Excellent resources (beyond human resources) related to this course abound on campus! Make sure to browse materials in the Center for Educational Pluralism (MH 250), in the PNW Children's Literature Clearinghouse (MH 254), in the education collections of Wilson Library, and, of course, on the Internet.

Nothing that we do is qualified, limited, discredited or acclaimed simply because of our racial background. We don't have to represent our race, and nothing we do is judged as a credit to our race, or as confirmation of its shortcomings or inferiority.

-Paul Kivel, Co-Founder, Oakland Men's Project, on the assumptions of white privilege

ELED 464: Multicultural Education

Descriptions of Projects and Assignments

Cultural Watershed¹

Teaching is a cultural activity. We are all cultural beings, each made up of a rich variety of cultural attributes. Culture, as explored in this course, refers to individual human differences. These can include (but are not limited to): family structure, ethnicity, socio-economic status, race, gender, sexual orientation, spirituality, religion, language, age, and abilities and disAbilities. The goal of this assignment, using the metaphor of a watershed within a range of mountain peaks, is to create a mural illustrating your cultural identity. A typed set of mural notes (one-page limit) will accompany your mural, highlighting unique aspects of your project. A gallery walk near the end of the quarter will provide a venue for you to enjoy your peers' cultural watersheds. Following the gallery walk, you will hand in a completed rubric (self-developed) to assess/evaluate your unique watershed. As a group, we will debrief the activity using verbal and written feedback.

Rationale

The watershed metaphor serves three purposes. First, since we all reside in a watershed of some sort, it is an environmental phenomenon we have in common. Second, the water cycle within our watershed enables us to live and use our local environment -- it defines the activities to which we have access. Our cultural characteristics have a similar definitive role in our lives. Third, the metaphor encourages you to reflect on connections between and among the cultural elements in your life, leading to an opportunity to know yourself in a deeper way. By valuing and sharing your own cultural background with others, you may be poised to develop similar insights in your future students.

Process

1. Contemplate your cultural characteristics.

Which characteristics are most prominent in your life? How have they helped you become the unique person you are today? Which cultural elements are not as fully developed or important to you at present? Which ones are missing entirely from your personal landscape? How do your core cultural characteristics work together in your life? How do particular elements cause disturbances or challenges for each other? Decide which cultural characteristics most define you at present, with a focus on race, class, and gender. Think about how these elements fit together, like a puzzle. Add any other elements you wish.

As your puzzle takes shape, explore the water cycle and learn how a watershed works. Consider the elements of the water cycle (i.e., evaporation, condensation, precipitation, surface runoff, infiltration, transpiration). Think about the types of water activity within a watershed (e.g., glacial melt, rain, hail, snow, fog, mist). The instructor will present an overview of the water cycle in class, and share a few WWW sites that will help get you started -- some URL's are listed below.

Browse the Internet, and locate at least two more sites you could use to develop or extend this activity with children in your own classroom. Type these sites at the bottom of your mural notes. Annotate each URL (a sentence or two is fine) to let readers know what appears at the site.

2. Connect your cultural characteristics to relevant elements of the watershed. Does your spiritual identity evoke the metaphor of transpiration in your life, as your "roots" absorb emotional water from the

¹ This idea was developed and shared with students at Western Washington University on April 29, 1998 by Running-Grass. He is the former director of the Three Circles Center in Sausalito, CA, a group focused on helping build connections between multicultural education and environmental education. I have taken the liberty of developing the idea into a course assignment.

soil nourishing your stem on the way to your leaves? Does your unique family structure evoke the metaphor of infiltration, helping filter impurities out as rainwater passes over you, soaking into the ground through layers of soil and rock? Does your family structure contribute to variable water action influencing your mountain range with mist, fog, hail, and sleet? Do your regional or gender identities interact with your socio-economic or ability identities, resulting in adjacent mountain peaks whose rock faces appear jagged or smoothed by years of cascading water?

Sketch a mountainous landscape, with peaks of varying sizes and shapes, down which mountain streams flow into your river valley of life below. Label each peak with a cultural characteristic related to your identity. Consider carefully which of the peaks should be the highest or most rugged, which should be hidden or less visible, which should be prominently featured at the forefront of your landscape.

Enhance your mountains with symbols and references to complete the watershed theme. Illustrate the paths water takes as it flows from your mountaintops to your river of life below. Use as many "water words" and water actions as possible to connect your cultural characteristics to the watershed you have developed.

Craft a clear, spare message to viewers to be displayed near your mural during the gallery walk. Try to capture the essence of your mural to share with viewers who walk by. What will help them interpret the visual images and water activity they see in your mural? Your mural notes should help explain the connections among and between your cultural elements within the watershed, and highlight particular parts of the mural to which attention might be drawn. Type your annotated URL's at the bottom of the notes page.

3. Contrast your own cultural identity with that of your peers' cultural watersheds.

How has your life been influenced in ways similar to those you viewed in the gallery? How is your life different? What did you learn about your cultural identity during this assignment? How effectively did you represent this learning through the creation of your mural? How would you revise your cultural watershed, after participating in this activity (i.e., what have you learned that would be useful or relevant to consider adding next time)?

We will debrief this activity at the end of the gallery walk. Be ready to:

- (a) Discuss your reactions to this experience (use the questions above as a guide);
- (b) Provide feedback to the instructor for improving the assignment; and
- (c) Contribute ideas for adapting this sort of activity for use with elementary or middle school students.

<http://www.mbgnet.mobot.org/MBGnet/salt/cycle/index.htm>

<http://www.nwf.org/nwf/kids/cool/water2.html>

ELED 464 Multicultural Education - Tentative Reading/Assignment Calendar - Winter 2008

Text (T): Human Diversity in Education: An Integrative Approach (Cushner, 2006)

Workbook (WB): Developing Multicultural Competencies for the Classroom (Cushner, 2002)

| WEEK | TOPICS | READING/ASSIGNMENTS |
|-----------------------------|--|--|
| Week 1 Jan 9 | Part I: Foundations for Multicultural Teaching • Introductions, opening activities, course overview: syllabus, texts, practicum, assignments | |
| Week 2 Jan 14 | <ul style="list-style-type: none"> • Education in a Changing Society • Historical, Theoretical Perspectives • Who Are We? √ Prompts for reading Alexie and Bruchac books √ Visit to Center for Educational Pluralism (MH 250) √ Visit to Children’s Literature Clearinghouse (MH 253) | Read/browse CH 1 and 2. In your blue book, respond to one focus question (listed at start of chapter) and one reflection question (listed at end of chapter). Date and label each journal entry with a descriptive title. DUE MON: Activities 1, 2, 3 (in workbook) Due: Your responses to the “Who Am I?” prompt (bring visuals if you like) |
| Jan 16 | <ul style="list-style-type: none"> • Culture and the Culture Learning Process • Introduction to Steps to Respect Project, Bellingham School District (John Thibault, guest) Note: Sat Jan 19 **FREE** MLK Conference (check WHRTF website for schedule) @ Whatcom CC | Read Ch 3. Same here: respond to one focus question and one reflection question. Date and label each entry. Read <u>Eagle Song</u> , bring brief responses to prompts. |
| Week 3 MLK Day Jan 21 | Note: On Mon Jan 21 you can read social justice books to children ages 3-7 at Village Books (training required, provided At MLK conference) | |
| Jan 23 | <ul style="list-style-type: none"> • Classrooms and Schools as Cultural Crossroads • Intercultural Development • Culture and the Culture Learning Process • Ways to Process Young People’s Literature | Read/browse CH 4 and 5. Respond to focus questions and reflection questions. Due: Workbook Activities 5 and 7. DUE: read first “third” of Alexie book (to p 81) |
| Week 4 Jan 28 | PART II: MULTICULTURAL TEACHING IN ACTION <ul style="list-style-type: none"> • Creating Classrooms That Address Race and Ethnicity • Nationality and Region VIDEO: “Shadow of Hate” | Read/browse CH 6 and 7. BRING: Video Viewing Guide (handed out 1/23) |
| Jan 30 | Book Seminar – Part II | DUE: read second “third” of Alexie book (to p 167) |

| | | |
|----------------------------|--|--|
| Week 5 Feb 4 | Book Seminar – Part III Create Your Own Adventures (for those who are ready with their written reflection) Peer Teaching Group 2 (Mean G, Ellie R, Julie M) √ Introduction, Cultural Watershed activity √ Midterm Evaluation Feedback to Instructor | By today: complete last third of Alexie. Bring: book seminar notes AND copy of rubric to assess your participation Read before class: Cultural Watershed Assignment (attached to syllabus) WB Activity 18 (Privilege, the Invisible Knapsack) |
| Feb 6 | Day 1 @ Roosevelt Elementary School – whole group meets at 2900 Yew St, park in angled parking south of school (arrival time tba) | |
| Week 6 Feb 11 | <ul style="list-style-type: none"> Developing Learning Communities: Language and learning Style Religious Pluralism in School Classrooms Developing a Collaborative Classroom: Gender and Sexual Orientation Peer Teaching Group 3 (Mary Donna B, Suzanne W, Deana D, Kelly K) | Read/ browse CH 8, 9, & 10. Respond to focus questions and reflection questions. WB Activities 17 (Stereotypes) and 24 (Sexual Orientation, A Matter of Experience?) |
| Feb 13 | NO CLASS Week 2 @ Roosevelt (some go on Wednesdays, some on other days) | |
| Week 7 Feb 18 Feb 20 | President's Day - National Holiday NO CLASS Week 3 @ Roosevelt | |
| Week 8 Feb 25 | <ul style="list-style-type: none"> Creating Developmentally Appropriate Classrooms: Importance of Age and Developmental Status Creating Inclusive Classrooms: The Ability/Disability and Health Dimensions The Role of Social Class in Teaching and Learning Peer Teaching Group 4 (Kylie L, Katelyn J, Nicole A) | Read/ browse CH 11, 12, & 13. Respond to focus questions and reflection questions. WB Activity 10 (Culture Learning Process) and 20 (What Does it Feel Like to be Excluded?) |
| Feb 27 | NO CLASS – Week 4 @ Roosevelt | |
| Week 9 Mar 3 | <ul style="list-style-type: none"> Assessing Progress: The Quest to Improve Schools for All Children | Read: CH 14. Respond to focus questions and reflection questions. WB Activity 29 (Future's Window) Due: Peer Teaching reflections (more on this in class) |
| Mar 5 | NO CLASS – Week 5 @Roosevelt (last visit) | |
| Week 10 Mar 10 | <ul style="list-style-type: none"> Diversity Education – Opportunities and Challenges Gallery Walk - Cultural Watersheds | Due: Cultural Watersheds Due: Practicum Assessment (more on this in class) |
| Mar 12 | <ul style="list-style-type: none"> Conclusions and future challenges Evaluation of Course | Due: Adventure sharing, reflections, self assessments Due: Practicum self assessments (more on this in class) |
| FINALS WEEK ?? | | |

