

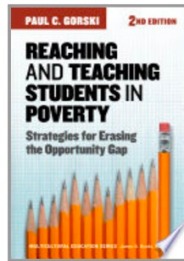
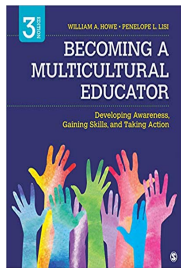
**CPSE 480: Multicultural Issues in Special Education**  
Department of Counseling Psychology and Special Education (CPSE)

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**Course Details**

Professor	Instructor Name: Dr. Elizabeth A. Cutrer-Párraga Office Location: 340-R MCKB Office Phone: 801-422-7603 Email: elizabethcutrer@byu.edu
Teacher Assistant (TA)	TA Name: Hyesuhn Evans Office Location: 340-R MCKB Email: hyesuhn.lee@gmail.com
Class meetings	Tuesdays and Thursdays MCKB 359 2:30 pm – 3:20 pm
Prerequisites	Admission to Special Education Major or licensure program.

**Readings**



**Readings**

- **Main textbook 1:** Howe, W.A. & Lisi, P.L. (2020). *Becoming a Multicultural Educator: Developing Awareness, Gaining Skills and Taking Action*. Sage Publishing.
- **Main textbook 2:** Gorski, P.C. (2018). *Reaching and Teaching Students in Poverty. Strategies for Erasing the Opportunity Gap*. Teachers College Press. New York, London.
- **Supplementary Readings:** Obiakor, F. E. & Rotatori, A. F. (2014). *Multicultural Education for Learners with Special Needs in the Twenty First Century*. Information Age Publishing. (Available through BYU Library Online)

- Book club: Sign up for a book club using the following [google doc](#) and purchase the book you signed up for whether it's a hardcopy or softcopy.
- **Assigned articles:** Professor will provide them for you.

### **Course Description**

In this course, we will examine multicultural education from its historical context to its current controversial interracial issues. The overarching objective of this course is to provide a safe environment that fosters empathy through class discussion and aids teachers with culturally responsive practices.

This course will offer readings, supplementary articles (included above), experiences and discussions that prepare teachers in addressing complex situations that may arise around the topic of culture, social class, race, religion, ability or gender in an educational setting.

Special emphasis will be placed on interpreting ways in which schooling influences and is also influenced by equity and privileges revolving around middle class families. It intends to prepare teachers to not only address these diverse backgrounds and develop a sense of appreciation, but allow both pre-service teachers and students to value and cherish their own identity .

### **Expected Learning Outcomes**

All students are held to these unified expectations across the CPSE department which include:

- **Learning of individuals:** Differing ways of learning of individuals with exceptional learning needs including those from culturally diverse backgrounds
- **Learning environment:** Ways to create learning environments that allow individuals to retain and appreciate their own and each other respective language and cultural heritage
- **Negative stereotypes of cultures:** Ways specific cultures are negatively stereotyped.
- **Strategies used to cope:** Strategies used by diverse populations to cope with a legacy of former and continuing racism
- **Interact with individuals from a different culture:** Students will interact with individuals from a culture different than their own
- **Mediate controversial intercultural issues:** Mediate controversial intercultural issues among students within the learning environment in ways that enhance any culture, group, or person

### **Expected Learning Outcomes for Global and Cultural Awareness**

This course is organized around additional particular learning outcomes that include global and cultural awareness. It is expected that the readings, discussions, projects, writings, assignments and assessments will support students to acquire informed awareness of a global

culture outside their own, with the interplay of cultures, languages, and/or nations at an international level.

Class members will experience thoughtful reflection in written and spoken form that will include a consideration of the student’s own responses to the cultural or global issue, idea, theory or content. Student reflection will be demonstrated in a structured, guided manner during the course of the semester under the direction of Dr. Cutrer-Párraga.

As class members experience and learn from guided thoughtful reflection by participating in class assignments and discussions, it is anticipated they will develop greater empathy and charity, and will begin to gain a global perspective by learning to see themselves from another’s point of view.

The GE focus of global and cultural awareness drives the learning foci of the class. Global and cultural awareness learning outcomes are interwoven throughout all assignments of the course and are explained in detail below.

<b>Learning Outcomes addressed by Assignments:</b>	
1. Students will acquire <i>informed awareness</i> of a global culture outside their own, with the interplay of cultures, languages, and/or nations at an international level.	<b>Quick Writes and Panel Presentations:</b>
2. Students will experience <i>thoughtful reflection</i> on the above, as demonstrated in a structured, guided manner under the direction of a faculty member. Evidence of reflection implies written or spoken analysis that will include a consideration of the student’s own responses to the culture or global issue, often involving comparison, and will demonstrate informed awareness.	<b>Compare and Contrast Presentations</b>
3. Students will develop greater empathy and charity, and will begin to gain a global perspective by learning to see themselves from another’s point of view.	<b><u>Photovoice Change</u></b>
<b>Expected long-term learning outcomes addressed by Assignments:</b>	
1. Students will regularly seek information about other peoples, cultures, nations and religions from sources they have come to recognize as reliable.	<b>Digital Story Assignment</b>
2. Students will seek to find commonalities shared with others from significantly different cultural/ethnic backgrounds, and recognize and take advantage of opportunities to learn and interact with people different from themselves.	<b>Community Experience Mini Ethnography Assignment</b>
3. Students will engage respectfully with people with different backgrounds, beliefs or perspectives and be able to recognize and deal with prejudice, bigotry, ethnocentrism, false pride and other barriers to effective inter-cultural communication at the local, state, national, and international levels.	<b>BYU USGA Panel Interview Quick Write Assignment</b>
<b>Course Characteristics addressed by assignments:</b>	

The primary focus of the course should be developing an informed awareness of a global culture outside their own, with the interplay of cultures, languages, issues, and/or nations at an international level.	<b>MOA Assignment</b>
2. Cultural and global issues should be presented and discussed in a manner which models respect for differing experiences and perspectives.	<b>Class Participation Assignment</b>  <b>Artist Statement Assignment: Reliquary Sculpture</b>
3. Students should apply discipline-specific methodology to their thinking and writing on issues of global and cultural significance.	<b>Single Story Assignment</b>

For more information about the foundation document addressing the Global and Cultural Awareness learning outcomes please see the following:

<https://fgec.byu.edu/foundationDocs/FD%20global%20and%20cultural%20awareness2014.pdf>

### **Grading Methodology**

The following is a grading scale for this course. Please note that ALL grades will be rounded, for instance an 89.50% is calculated as 90% at the end of the semester.

Grade	A	A-	B+	B	B-	C+	C	C-	D+	D	D-	E
%	95	91	87	84	81	78	74	71	68	64	61	0

**Detailed Grading Methodology:** Your achievement in this course will be assessed through completion of the following assignments according to given rubrics.

Assignment Type		Percentage	Total Points
Single Story	January 16	5%	50
International Special Education Project	February 11	10%	100
Photovoice Changed Paper	February 20	10%	100
Cultural Diorama	March 5	20%	200
MOA Assignment	March 19	5%	50

Community Experience Mini Ethnography	April 9	20%	200
<b>Final Project with</b> art and artist statement completed	April 14	10%	100
<b>Final Project with</b> digital story completed	April 22	10%	100
Quick Writes	As determined throughout the semester	5%	50
Attendance and participation	Each Class	5%	50
Total		100%	1000 points

### Assignments:

#### **Single Story**

**DUE:** January 16

**About:** The purpose of this assignment is to help you understand the concept of a “single story”, recognize its pervasiveness, and critically unpack the single story of an “other group.” The assignment has three parts- reflection and Self-exploration, Critical Thinking, and List of Artifacts.

#### Reflection and Self-Exploration

- Watch Chimamanda Adichie's TED talk “The danger of a single story”  
<http://www.youtube.com/watch?v=D9Ihs241zeg>.
- Think about the following questions:
- What is the “danger of a single story”?
- How is stereotyping problematic?
- How does this relate to dynamic notions of culture?
- Why does the "single story" phenomenon occur?
- Reflect on the “single” stories about “others” that we tell and consume. Reflect on your own. Have you ever been in the position that she describes? How have you seen evidence of the "single story" in your life and in the lives of others? Please reflect specifically about the “single story” of “others” at the local, state, national and international levels.
- Address these questions in 500-700 words. Explain your thoughts and conclusions, showing what you feel to be the most valuable insights and new ideas gained from watching this lecture.

#### Critical Thinking

- Choose underprivileged groups that you feel have been under- or mis-represented in society. This should be a group you are unfamiliar with (if you served a mission in Mexico, for example, you should not choose Mexicans or Mexican immigrants as your group). Create a social ‘snapshot’ of the cultural group at the local, state, national and international level. Gathering visual, narrative, audio, and other representations of the group you have selected in the media, curriculum and policy—these may be from newspapers, magazines, music, television, websites, blogs, podcasts, etc. Choose a variety of different sources. Wikipedia may not be used as a source. Select 5-7 different items or ‘artifacts’ for analysis. Artifacts are anything that you can use to uncover how

this group is portrayed in society, or which plays a role in influencing public opinion about this group.

- As you look at your artifacts, consider how they tell a “single story” about the group you chose. In analyzing the artifacts as a whole, consider the following questions:
    - What is the single story of the group you selected? What messages, (consistent or conflicting) are being sent about this cultural group through these artifacts? Describe how the artifacts convey the messages. Remember to choose artifacts that describe a single story of this group at the local, state, national and international level.
    - How do the artifacts work together (or oppose each other) to in portraying a single story?
    - How does the idea of a dominant or powerful group influence how your chosen group is portrayed?
    - What effect does the type of media have on the message conveyed about this group?
    - How might this message impact how a child and his or her parents from this cultural group are viewed and treated at school and in the classroom? Why is it important for special education teachers to examine how cultural groups are represented in the media, curriculum, and policy?
    - Why is it important for teachers to examine how cultural groups are represented in the media, curriculum and policy?
  - Answer these questions in a 500-700 word reflection. This should not be a summary of each artifact, but a critical analysis of the artifacts as a whole in contributing to a single story.
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## **International Special Education Project**

**DUE:** February 11

About: The purpose of this project is to help you understand inclusionary perceptions and practices for individuals with special needs in various countries including the U.S.

You will:

- Choose to work in 1 of 5 research groups. Each group will research special education laws and structures in specific countries such as 1. China 2. Ecuador 3. Finland 4. India or 5. Palestine.
- Provide a presentation of new learning/understanding that will include three parts:
  1. Information about special education laws and practices in target country.
  2. A visual representation comparing and contrasting specific Federal and International Special Education Laws specific to the research group and Federal Special Education Laws in the U.S.
  3. Mini drama. Create and act out pivotal moments (including key players) that/who were instrumental in developing educational

advances for students with special needs relative to the country the members of the group portray

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## **Photovoice Changed Paper**

**DUE:** February 20

### **Paper**

Students' initial quick write papers will be returned. Students' will be asked to develop a "Changed Essay" and provide photovoice evidence. This essay will be a position paper including a photo voice attachment that addresses the initial quick write paper on perceptions of special education practices outside the U.S. Students will be asked to apply information learned from the International Special Education Research Groups as well as previous assignments in class to communicate changes in understanding and perspectives towards special education and inclusionary practices globally.

**About:** "Photovoice" is a research methodology used in education, community development, public health, and other fields. Researchers ask members of a given community to take still pictures (with phones, digital cameras, ipads, or whatever) of their daily routines and activities. Then, the researcher and community member look at the pictures together while discussing what's happening in the image as a way to construct meaning and create a common narrative. This research method is often used with marginalized persons as a way for service providers to better conceptualize the life circumstances of community members and, hopefully, improve life conditions. The basic idea is that services rendered should speak directly to the day-to-day demands and challenges of intended beneficiaries.

For this assignment, review notes from your International Special Education quick write. Pick a key concept or term that you learned from your research work as well as the panel. Take a series of pictures from your work in your practicum setting that somehow illustrates what you learned.

Then pick a friend or family member to talk with about the concepts learned and the pictures, while looking at the images. Define for him/her the concept in your own words, and explain how you think the concept is illustrated in the pictures. Then, have a conversation (15-20 minutes or so) and discussion about your pictures and related concepts. Invite her or him to ask questions about how you see the connection between the images and concept, and have a broader discussion about why the concept is important. The purpose of this conversation is for you to gain perspective on your friend/family member's point of view and to come to new insights as you talk together. Then write a 500 word essay on ways your understanding has changed from your original quick write on this topic.

This assignment has 4 parts:

### **Part A:** Pre-discussion Analysis

- Provide a written description of your images and how they fit into your special education routine in practicum. Explain how the images illustrate key concepts learned in class. Articulate the insights you gained from this exercise. Consider the following questions: How do you think differently about/better understand the concept? What did you notice from your daily routine that previously you hadn't? How you might approach special education practices differently in the future because of this exercise? Insights should be genuine and personal. This section should consist of approximately 400-600 words.

Part B: Post-discussion Analysis

- Using these insights, have a conversation with a friend or family member (as mentioned above). Describe what you discussed and how your conversation went. What were the highlights? What was easy and/or difficult to explain to your family member or friend? Why? What notions did your family member/friend have about the topic, and why might be the source of those perceptions? What additional insights did you gain from your conversation? What insights did your friend or family member gain? A successful Part B assignment will describe an authentic discussion as well as the additional- and perhaps unanticipated- insights you gained as a result. There are no restraints (or grades/points) on the type of insights you will gain, only that they be sincere and personal to the extent possible. This section should be about 400-600 words.

Part C: Changed Essay

- Write a 400-600 word position statement describing changes in your changed from your original quick write on this topic.

Part D: Images

- Include a copy of the images you used for your project.

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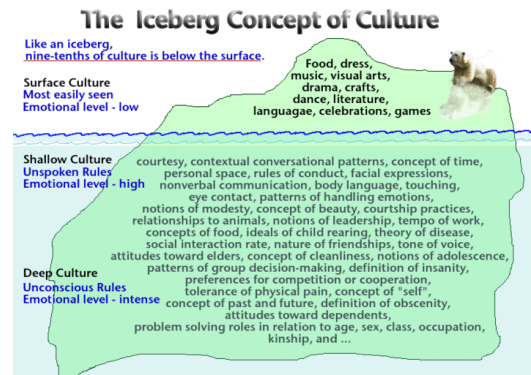
**Cultural Diorama**

**DUE:** March 5

**Cultural Diorama**

**About:** The Cultural Diorama Assignment allows you to explore who you are culturally, and how you have experienced privilege. Becoming familiar with your own cultural identity and background helps you to recognize and value the identities and backgrounds of others, including your future students.

The idea of culture is broad, but essentially, culture is a set of shared rituals and ideas used to organize and interpret social life. Some have described culture as having two parts- one half is visible (clothing, food, language, etc), and the other half is less visible (beliefs, social norms, etc). The visible aspects of culture are a reflection of the less visible components- for example, deep cultural notions about modesty and beauty are manifested in clothing. In completing this project, you should focus on the "deep" aspects of culture.



**Part 1: Cultural Pie**

- Think about your own “deep” and “shallow” cultural traits and habits. Reflect on what they look like and write a list of your cultural traits, including ethnic background, language background, socioeconomic background, and other traits reflected “below the iceberg”. How does your background influence the way you see the world? Create a "cultural pie" (see below) to illustrate



the aspects and salience of your identity. How do you see yourself? Who are you? Which aspects of your cultural identity contribute most to how you see yourself? You should, at a minimum, include race, ethnicity, socioeconomic status, and gender in your pie. Use the size of the pie slices to reflect which aspects of your cultural identity are most salient to you.

How to create a cultural pie:

### Discovering Your Cultural Identity

#### Define Your Cultural Identity

##### A. List Your Cultural Identity Elements Pie Chart

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.
- 7.
- 8.
- 9.
- 10.

B. Create a pie chart with these elements Size of slices reflect strength (importance to you) of each element. Include 4-10 cultural groups with which you personally identify e.g. gender, ethnicity, race, occupation etc.

Source: Cox, T. Jr. (1994). *Cultural diversity in organizations: Theory, Research and Practice*. San Francisco, CA.: Berrett-Koehler Publisher, Inc.

### Part 2: Artifacts

- Using your cultural pie as a reference, identify 3 tangible artifacts that represent some of these invisible aspects of your culture. Think deeply about these objects. Remember that we often take our culture and privilege for granted. Part of coming to terms with who we are and our social status is to make the invisible visible. I am less interested in a list of hobbies and more interested in a reflection on how the culture in which you were raised has affected what you have, value, do, and think, and who you believe yourself to be today. In considering each artifact, think about how your privilege (or lack of privilege) factors into your “deep culture”. Consider also how your privilege and cultural identity could motivate you to be an advocate for others. Write a short explanation of each artifact, including how it represents your deep culture and your privilege, and how your position motivates you to advocacy.

### Summary Statement

- Consider your pie and your artifacts as a whole- what maxims can you extract about your identity? Briefly write a few statements of self-awareness which sum up what you’ve learned about your cultural identity.

### Presentation

- Compile your cultural pie, artifacts and artifact explanations, and summary statement into a stand-alone presentation (i.e. display, scrapbook, poster, blog, movie, prezi, powerpoint). If your artifacts cannot be brought to class, you may use a picture of them. Include a title that synthesizes

who you are as explained by your diorama (ex. Nomadic Military Daughter). This presentation will be shared in class during the class “gallery walk,” so bring everything you will need to display your presentation to class that day. You will also turn in a copy of your presentation to Learning Suite. If you choose to do a non-digital presentation, upload a photo of your display or a document containing your analyses and pictures of your artifacts (make sure the text of your presentation can be clearly read).

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## **MOA Assignment**

**DUE:** March 19

Go to the BYU Museum of Art (MOA) to the *Rend the Heavens* exhibit. Reflect on the paintings, artwork and pictures by answering the following questions: what knowledge would you need to understand the context of the images? How does the artist help you to feel, know or understand the meaning of what is being portrayed in the artwork? What knowledge from your lived experiences help you to understand the art that is displayed? How might someone from a culture, religion, or country different from yours react differently than you to the exhibit? How might someone from a culture, religion, or country different from yours react similar to you to the exhibit? How do you feel as you view and interact emotionally with the art? Relate your reflection to the concepts you have learned in class this semester (e.g. do you notice depictions of certain groups as a single story? etc.)

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## **Community Experience Mini Ethnography**

**DUE:** April 9

The purpose of this assignment is to help you become aware of how issues discussed in class are relevant in our communities and personal lives. The assignment attempts to accomplish this by having you engage more personally with the concepts we are discussing in class, and to attend to the surrounding social forces relevant to our many experiences in society. In short, we want you to experience the “meaningful exposure”—perhaps in a very new way—we have been discussing.

Your community experience can be just about whatever you like. There are five primary components associated with selecting this experience:

- First, it should be something that takes you outside of your comfort zone—something different from your previous experiences. It should help you better appreciate some of the concepts we have already discussed in class, or will discuss in the future sessions (e.g., social class, language, same-gender attraction, race/ethnicity, immigration, etc.).
- Second, it should be authentic. I’m not asking you to act here (e.g., pretend to be homeless for the night). Be yourself and experience something new.
- Third, it should be a safe experience. Visiting the homeless under an I-15 overpass in the middle of the night in downtown SLC probably is not a good idea.
- Fourth, you will read a book associated with your target community. You must complete the book reading prior to your interview (see below). You will be provided with suggested readings associated with your target community.
- Fifth, because this is a mini ethnographic experience – it is expected that you will allow two visits, with one visit including an interview. Make sure to research background information about the group so that you are respectful of cultural norms.

You must contact me either in person or through email with your proposed experience to get approval. Here are some ideas of possible options:

- Meetings of Alcoholics Anonymous (note: some meetings are closed; others are not)
- Attend support group meetings for pornography or other addictions
- Center for Change: interview someone, go thru the website, annotate the website; tour the facility. You may also contact a counselor at CAPS and interview them about eating disorders.
- Take a tour of Encircle and/or a tour of the Utah Pride Center then attend a PFLAG Provo event or a meeting of USGA on campus. Interview a member of one of these communities.
- Take a tour of Youth Futures, interview a staff member, then volunteer or work at the homeless clinic Volunteer with a center working in refugee assistance: Asian Association or Utah Valley Refugees. Attend an event. Interview a refugee or staff member. Attend a “Their story is our Story” (TSOS) meeting or event at BYU.
- Volunteer at the Food and Care Coalition Center then interview with staff or clients.
- Tour a welfare agency then interview with staff. Make sure to be respectful – call ahead and ask for permission.
- Interview someone who works at a youth detention center, attend a court session.
- Visit Centro Hispano, attend an event, attend a bilingual story time at a community library; attend a LAZOS club meeting and event on campus. Interview a member in one of these communities
- Attend a Meet the Muslims event, attend a BYU Muslim Student Association meeting and event, interview a community member.
- Tour Mana Academy, attend an event, interview a staff or faculty member.
- Attend an It Takes A Village meeting and event on campus. Attend a Utah Women in Leadership Meeting at UVU. Interview a community member.
- Attend a BYU Interfaith Club meeting or event; attend a religious service other than your own; interview a community member.

Sample: You will turn in a paper on LS to report your experience. This paper should represent a process of reflection around the issue or topic that you are thinking about. For example, if you participate in a Hindu religious service at the Sri Sri Radha Krishna Temple in Spanish Fork, UT, you might reflect on how religion has shaped you, your family, and your community. How might those who attend the Krishna Temple experience this differently? How does religious affiliation shape one’s cultural identity, family values, and community operations? How will religion influence your relationships with future students in your classrooms? As you reflect on these (and/or other) questions, you should form a response, bringing together what you think is the most relevant for understanding diverse community experiences and the potential experiences of students in your future classroom. Remember, you are not only attending a new experience – you are also interviewing a member of that cultural community.

Your final paper should be 1,000 to 1,500 words in length. It should explain how this experience has brought you new awareness and appreciation for course content. Your paper should show evidence of critical thinking and should include the following four parts:

- Initial Thoughts: Why did you choose this experience? In what ways do you expect it to push you out of your comfort zone? What do you expect to learn/gain from this experience?

- Description of Experience: What happened? What stood out to you? How did you feel? Describe the experience (particularly the parts you will address in your analysis) with enough detail that someone who has never had the experience could get a sense of what occurred while keeping in mind the word limit.
- Analysis of Experience: What did you learn? What new insights did you gain? How have your views changed? How did the experience measure up to your previous expectations? What aspects of your unique background/culture (ex. race, privilege, religion, gender, SES, language, etc) affected your previous perceptions and your experience during and after the event? What course concepts relate to your experience, and how did this experience help you come to a better understanding of these concepts? Why? How will this experience affect your future perceptions, opinions, and dispositions? How will it influence your relationships and interactions with others?
- Analysis of Interview: What did you learn? How did your interview with a person of this community deepen your understanding of this community in ways that you could not experience simply attending a meeting or event?
- Analysis of Book: How readings from the book inform you of or misrepresent members of this community? Give at least three specific examples connecting text from your book to your community experience.
- Implications for Teaching: What ramifications might this experience and your resulting insights have on your future teaching? How might this help you in interactions with future students and parents? How has this experience helped you in the development of multicultural dispositions (meekness, social awareness, advocacy), and what will you do to apply this in a classroom setting?

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## **Final Project With Art And Artist Statement Completed**

**DUE:** April 14

### **Artist Statement Assignment: Reliquary Sculpture**

After preparing your oppression narrative (through your digital story), you will create reliquary sculptures that illustrate those stories. You will be asked to create thoughtful designs that act as “visual riddles” by integrating elements of the oppression story into your sculpture. Your design should push a viewer to investigate the meaning of your story and solve the “riddle.” These reliquary sculptures will be constructed using clay hand building processes. A mixture of sculpted, cast, and found objects will be used to fill the reliquaries and communicate oppression to think about how oppression works on many. You must attach an Artist Statement. *\*Note – if you would like to present your Artist Statement using a different art median or form – please speak to Dr. Cutrer-Párraga.*

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## **Final Project With Digital Story Completed**

**DUE:** April 22 at 6 pm

### **Digital Story Assignment:**

1. Students will choose an oppressed group. Make sure to align this assignment with your community experience.

2. Investigate the history of the oppression of that group. What are the current socio demographics of the group? What are the stereotypes of the group that have been created and maintained throughout history (both within and outside of the U.S)? How has the group traditionally been treated outside the U.S.? Inside the U.S.? What are some of the negative consequences of the oppression of the group? What legal, political, economic oppression has the group experienced (Both outside and inside the U.S.)? What are some of the positive coping and resiliency strategies utilized by the group? Your presentation should include current conversations, media representations, memes, music, etc.
3. Identify what has happened in schools relative to the group. In what ways have schools served to further the oppression of the group? What anti-oppressive policies have been enacted in schools to counter the oppression experienced by the group? What structures exist in schools that maintain the oppression of the group in schools? What can education do to support anti-oppression efforts for the group?
4. Create a digital story. The end product will be a 5-8 minute digital video presentation that will be viewed and discussed in class.
5. Your digital story will integrate what you have learned about (a) the history of the oppressed group, (b) the ways that schools responded to the oppressed group, and (c) three ideas discussed in the course readings and discussions. Include what you have learned about this group from a national and global perspective.
6. All source material must be properly credited and respect for intellectual property and copyright is expected. Violators of intellectual property and/or copyright will receive a zero grade for the assignment--I'm seriously not having any of that.
7. This project may require you to create original content (images, animations, audio, video). Really, you are only limited by your imagination and the time you devote to the project.
8. If you search for content via Creative Commons, you may be able to find content (images, video) that you can use freely in your digital story.
9. To earn full credit, properly upload the digital story to YouTube, send the link the Learning Suite prior to the deadline.

**Late Assignment Policy:** It is **very** important that work be turned in on time or you will find it very difficult to catch up. All work in the course must be completed on time. Any assignments that are late will have points deducted from it (5% taken off for every late day after due date).

**Resources:**

**Timeline:**

Date	Readings	Assignments
1/7	<a href="https://www.youtube.com/watch?v=zh55e6U_XPM">https://www.youtube.com/watch?v=zh55e6U_XPM</a>	
1/9	Read the following before class today: -Huntsman Huntsman, E. (2018). Hard sayings and safe spaces: Making room for struggle as well as faith. BYU Devotional on August 7, 2018.  -Causse Causse, G.	

	<p>(2013). Ye are no more strangers. Ensign, November.</p> <p>-Uchtdorf Uchtdorf, D. F. (2013). Come, join with us. Ensign, November.</p> <p>-Steele, M. (2019). Choose to trust the lord. BYU Devotional, June 26, 2019.</p>	
1/14	Chapter 1 Howe and Lisi: Multicultural Education: History, Theory and Evolution	
1/16	Chapter 2 Gorski	Single Story Due
1/21	Chapter 2: Howe & Lisi Becoming a Multicultural Educator: A Four-Step Model	Sign Up for International Research Groups.
1/23	Taylor,R., Yeboah, A.K., & Ringlaben, R.P. (2015). Pre-service teachers' perceptions towards multicultural education and teaching of culturally and linguistically diverse learners. International Journal for Innovation Education and Research, 3(9).	
1/28	Chapter 3: Howe & Lisi Historical Perspectives on a Multicultural America	International Special Education Article Approval
1/30	Chapter 2: Obiakor & Rotatori text Disproportionate Representation in Special Education: A Persistent Stain on the Field	
2/4	International Special Education Reading Assignments according to research groups.	
2/6	GUEST PANEL	
2/11	International Special Education Presentations	International Projects Due
2/13	Chapter 4: Howe & Lisi Foundational Knowledge for Culturally Responsive Teaching	
2/18	Ladson-Billings, G. (1995, Summer). But That's Just Good Teaching! The Case for Culturally Relevant Pedagogy. Theory Into Practice, 34(3), 159-165.	
2/20	Chapter 4 Gorski	Photovoice Changed Paper DUE
2/25	Chapter 5 Gorski	

2/27	Chapter 6 Gorski	
3/3	McIntosh, P. (1989). White privilege: Unpacking the invisible knapsack. Peace and Freedom, 10-12.	
3/5	CULTURAL WALK	Cultural Diorama Due
3/10	Smolkowski, K., Girvan, E., McIntosh, R., Nese, N.T., Horner, R. (2016). Vulnerable decision points for disproportionate office discipline referrals: Comparisons of discipline for African American and White elementary school students.	
3/12	Gorski Chapter 7	
3/17	Chapter 8: Howe & Lisi Instructional Approaches Needed by Multicultural Educators	
3/19	Geneva Gay (2002) Culturally responsive teaching in special education for ethnically diverse students: Setting the stage, International Journal of Qualitative Studies in Education, 15:6, 613-629, DOI: <a href="https://doi.org/10.1080/0951839022000014349">10.1080/0951839022000014349</a>	MOA Assignment Due
3/24	Chapter 8 Gorski	
3/26	Chapter 10: Howe & Lisi Assessment that is Culturally Responsive	
3/31	Hooever, J., & Erickson, J. (2017). Culturally responsive special education referrals of English learners in one rural county school district: Pilot project: <a href="https://doi.org/10.1177/875687051503400403">https://doi.org/10.1177/875687051503400403</a>	
4/2	Chapter 9 Gorski	
4/7	Koerner, M. E., & Hulsebosch, P. (1996, November/December). Preparing Teachers to Work with Children of Gay and Lesbian Parents. Journal of Teacher Education, 47(5), 347-354.	
4/9	Guest Panel	Community Experience Mini Ethnography Due
4/14	Gallery Walk and Final Project Presentations	<b>Final Project with art and artist statement</b>
4/22	<b>Final Project with digital story completed submitted by 6 pm</b>	

1.

## The Iceberg Concept of Culture

Like an iceberg,  
nine-tenths of culture is below the surface.

**Surface Culture**  
Most easily seen  
Emotional level - low

Food, dress,  
music, visual arts,  
drama, crafts,  
dance, literature,  
languages, celebrations, games



**Shallow Culture**  
Unspoken Rules  
Emotional level - high

courtesy, contextual conversational patterns, concept of time, personal space, rules of conduct, facial expressions, nonverbal communication, body language, touching, eye contact, patterns of handling emotions, notions of modesty, concept of beauty, courtship practices, relationships to animals, notions of leadership, tempo of work, concepts of food, ideals of child rearing, theory of disease, social interaction rate, nature of friendships, tone of voice, attitudes toward elders, concept of cleanliness, notions of adolescence, patterns of group decision-making, definition of insanity, preferences for competition or cooperation, tolerance of physical pain, concept of "self", concept of past and future, definition of obscenity, attitudes toward dependents, problem solving roles in relation to age, sex, class, occupation, kinship, and ...

**Deep Culture**  
Unconscious Rules  
Emotional level - intense

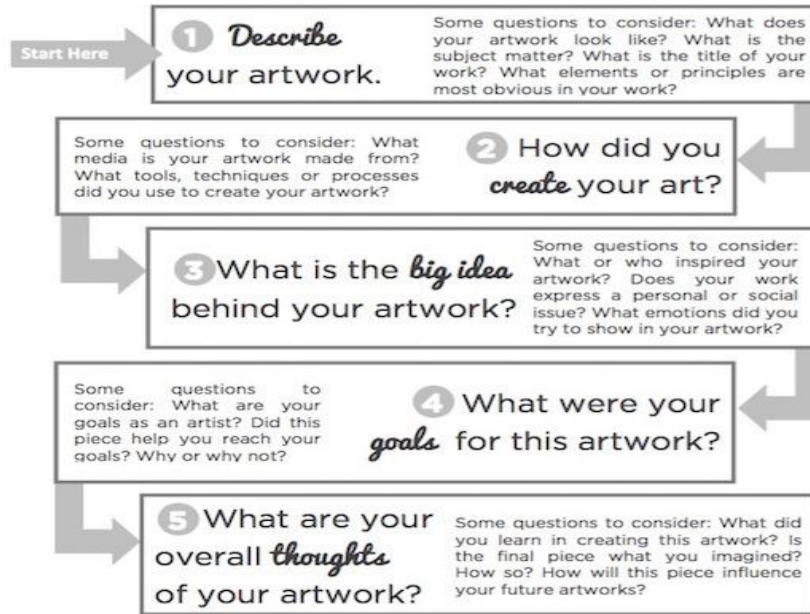
2. and 3. Examples of reliquary sculpture and Artist Statement:





### Artist Statement Flow Chart

Use this chart to help you construct an artist statement about your artwork.



Way to go! You just wrote a reflective artist statement.  
Please edit your statement for spelling and grammar.  
Ask a friend to read it through and share their thoughts on your artist statement.

### Rubrics:

#### Cultural Diorama Scoring Rubric:

	Low	Mid	High
Illuminating Artifacts	Artifacts do not represent significant aspects of her/his cultural identity and background. Analysis is trite and insincere.	Analysis of artifacts to illustrate her/his identity and background appears fairly important, though there is little evidence of deep reflection.	Three well-chosen artifacts are analyzed to illustrate “deep” (important and less apparent) aspects of cultural identity and background. Analysis is sincere and moves beyond the obvious.

Analysis of Privilege	Does not address the notion of privilege in the written reflection, or acknowledge privilege to motivate advocacy for others.	Somewhat addresses the notion of privilege in the written reflections. Hardly acknowledges privilege to motivate advocacy for others.	Directly addresses the notion of privilege in the written reflection of each artifact. Acknowledges privilege to motivate advocacy for others.
Summary Statement	Summary is not comprehensive or insightful. It hardly characterizes her/his cultural background and does not identify points about identity and self-awareness more broadly.	Summary is somewhat comprehensive but not very insightful. It characterizes some aspects of her/his cultural background without identifying points about identity and self-awareness more broadly.	Summary is comprehensive and insightful. It characterizes her/his cultural background while also identifying meaningful points about identity and self-awareness more broadly.
Cultural Pie	Addresses some aspects of her/his cultural identity, though neglects race/ethnicity, gender, and socioeconomic status. The aspects and salience of cultural identity in the pie are not congruent with the artifacts and reflections.	Addresses some aspects of her/his cultural identity, though neglects race/ethnicity, gender, or socioeconomic status. The aspects and salience of cultural identity in the pie are somewhat congruent with previous artifacts and reflections.	Addresses significant aspects of her/his cultural identity, particularly race/ethnicity, gender, and socioeconomic status. The aspects and salience of cultural identity in the pie are congruent with previous artifacts and reflections.

**Single Story Grading Rubric**

	Low	Mid	High
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Reflection and Self-Exploration	Reflection seems incomplete or completed with little thought. Student does not seem to understand the dangers of a single story. There is no evidence or examples of self-exploration regarding instances of the single story in the student's own life or experience. Few, if any, insights regarding the communication, impact, or pervasiveness of the single story are expressed.	The concept of a single story is described, but may not be well understood. The description of the effect of a single story in the student's own life is unclear or does not fit into the category of a true "single story". Insights are present, but not well-developed. Student correctly identifies and uses Adichie's arguments, but fails to add new ideas or interpretations.	Reflection is clear and coherent with ideas are explored in more than cursory ways. I shows an understanding of the implications and dangers of a single story and reflects on the impact of a "single story" on others, and how the single story is perpetuated in different ways. Self-exploration is related to how the "single story" has affected you in your own life, and provides new and useful insights regarding the communication, impact, and/or pervasiveness of the "single story" phenomenon.
Snapshot	The group chosen is one with whom the student is already familiar. Artifacts are not from a variety of sources. Little connection between the artifacts and the group's story. Less than three artifacts are used, or Wikipedia was used as a source. List of sources is incomplete.	The selected group was one with whom the student is not already familiar, but there is little evidence of increased awareness or understanding as a result of the exercise. 3-4 artifacts are used, but they may be trite or less-effective examples of the single story, or may be all from very similar sources. Most of the artifacts are related to the single story told about the group. List of sources is included.	Snapshot was used as an opportunity for new awareness or engaging with groups not already familiar. Artifacts are drawn from different sources inclu

**Community Experience Mini Ethnography Grading Rubric**

	Low	Mid	High
Description of Experience	Activity was not approved, or was one with which the student was already familiar. Little to no identification of prior notions or reasons for choosing the activity provided. Description is vague or incomplete, and does not provide enough detail to explain what the student experienced.	Activity was approved and appropriate, but it is unclear whether or not it pushed the student outside his/her comfort zone. Learning goals were not well-connected to the activity. Description of the activity is inadequate in providing a complete picture of the experience.	Activity chosen is appropriate for the assignment and provides an opportunity for new awareness. Students identified clearly why the activity was chosen and what you hoped to learn. The description of the activity is clear and concise, but provides an appropriate level of detail.
Analysis	No new insights were gained or described. Reflection is a summary of the event. No course concepts are integrated, or the course concepts identified are unrelated to the experience.	Insights are mentioned, but are not fully developed. Some analysis is provided of the event, but the argument is weak or is mostly descriptive. Course concepts are mentioned, but are not well-supported with details from the experience.	Several new insights and understandings are clearly articulated and goes beyond mere description of the event itself to provide an analysis. Reflection directly integrates the experience with course concepts and provides appropriate support and evidence for why the concepts are related. There is evidence of critical thinking.
Interview	No interview conducted.	Interview conducted but no new insights were described. Reflection is a summary of the event. No course concepts are integrated, or the course concepts identified are unrelated to the experience.	Interview conducted with member of community. New insights and understandings are clearly articulated and goes beyond mere description of the event itself to provide an analysis. Reflection directly integrates the interview with the experience and course concepts and provides appropriate support and evidence for why the interview, experience and course concepts are

			related. There is evidence of critical thinking.
Personal Application	Self-exploration is shallow. Experience seems to have little effect on the student's assumptions or views. Fails to address changes in future perceptions, relationships, and interactions that might occur as a result of this experience. Dispositions are not discussed, or are misidentified.	Self exploration is complete but lacks depth. Student assumptions and views do not seem to be positively impacted by the experience. Assumptions are made about the effect on the student's future interactions, but these assumptions may be weak or faulty. Application does not display a complete understanding of the relationship between the experience and dispositions.	Self-exploration is articulate and deep and includes a description about how the experience changed the student's own assumptions or views. Application anticipates the effect of the experience on the student's future perceptions, relationships, and interactions with others, and discusses the experience with relation to dispositions.
Teaching Application	Connections from the community experience and future teaching situations are ambiguous or unrelated. Application does not address implications for diverse parents and students, or seems unrelated to the community experience. Ideas for application may contradict course concepts or dispositions.	Student attempts to make connections between the experience and future teaching implications, but these connections are not well supported. Insights do not seem fully applicable to future interactions, or neglects to address either student interaction or parent interaction. Dispositional principles are not well integrated into analysis.	Clear and meaningful connections are made between the community experience and future teaching. Student addresses how insights gained relate to future relationships and interactions with diverse students and parents. Ideas for application demonstrates a correct understanding of sound dispositional principles.

**Photovoice Changed Paper Grading Rubric**

	Low	Mid	High
Compelling images	The images are mundane and not likely part of student’s daily experience in practicum. It is not particularly clear how images relate to the selected concept or term from class.	The images are somewhat creative and possibly part of the student’s experience in practicum. Images illustrate the concept or term selected from class relatively well.	The images are creative and genuinely part of the student’s daily experience in practicum. Images clearly and provocatively illustrate the concept or term selected.
Insights gained	Insights gained from this assignment are not addressed or are addressed in a cursory manner. Paper fails to validate course concepts in her/his daily experience in practicum.	Student identifies insights gained from this assignment, but they are somewhat vague and insincere. Paper validates the course concepts in her/his daily experience in practicum but it is less than sincere.	Student identifies two or three meaningful insights gained from this assignment which are well-articulated. Paper genuinely validates the prevalence of chosen concepts in her/his daily experience in practicum.

	Low	Mid	High
Discussion Quality	The student and his/her partner discussed the images but it is not clear the partner adequately understood the purpose of the exercise. S/he was confused by the concept and what the images had to do with it. As a result little meaning was communicated.	The student partner had a discussion about the images and associated concept/term, but it seems to have been a bit forced or insincere. The partner understood the exercise but it doesn’t seem they took it very seriously.	It is clear that the student and her discussion partner had a rich and authentic discussion about the images and associated concept/term. The partner clearly understood and was engaged in the exercise.

Insights gained	There is no evidence that the resultant discussion led to insights for the partner or student. If addressed, insights are not well described. There is no evidence there was a back-and-forth discussion after defining the concept and viewing and describing the images.	The discussion that resulted led to some insights for the partner, but not for the student. These insights are described moderately well. There is little evidence there was a back-and-forth discussion, where both student and partner asked questions.	Rich discussion resulted in meaningful insights for the partner, and perhaps for the student as well. At least two or three of these insights are well described. It is evident that insights resulted from a back-and-forth discussion, where both student and partner asked questions.
Change Articulated	There is no evidence for change in the position paper.	Student describes evidence from the initial quick write and the presentation to make claims for change.	Student describes evidence from the initial quick write, special education panel, discussions in class, presentation, mini drama and occurrences in practicum to make claims for change.

### **Attendance and Participation**

**About:** You are enrolled in a professional school and are continuing the process of your own professional development. Members of the education profession have special responsibilities, as many other people depend on them. Among these responsibilities are meeting all obligations on time. With this in mind the following attendance policy has been adopted for this course.

- It's expected that you're on time, stay entire time and attend every class session.
- It is expected that all students have thoroughly prepared for class by completing the assigned readings and reflecting on them, and participating (with a capital P).
- Emergencies and situations may arise during the semester. If this is the case and you must miss class, contact me a minimum of 12 hours PRIOR to the class session.
- In the event that you must miss class more than once: you should schedule to meet with me in order to understand what you must do to "make up" that absence.
- If you choose not to do so, you will lose 8 points from your final grade for each absence after the first one. Please note that you will forfeit the opportunity to make up if you do not notify me before missing class which will also result in losing 8 points.
- For each class please bring a hard/ electronic copy of the assigned readings.

**Reminder:** Keep in mind, you are expected to participate professionally which means that you fill out the entry slip, engage with the lecture and use electronic devices for note-taking ONLY.

**Opportunity for Extra credit: (Due Apr 9):** Cross cultural paper- attend a cultural performance on campus and compare/ contrast that with what you learned in your Community Experience Mini Ethnography.

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## **University Policy**

### **Honor Code**

In keeping with the principles of the BYU Honor Code, students are expected to be honest in all of their academic work. Academic honesty means, most fundamentally, that any work you present as your own must in fact be your own work and not that of another. Violations of this principle may result in a failing grade in the course and additional disciplinary action by the university. Students are also expected to adhere to the Dress and Grooming Standards.

Adherence demonstrates respect for yourself and others and ensures an effective learning and working environment. It is the university's expectation, and every instructor's expectation in class, that each student will abide by all Honor Code standards. Please call the Honor Code Office at 422-2847 if you have questions about those standards.

### **Grading Expectation**

Teacher Candidates need to earn a B- or higher in all education courses in order to receive a Utah Teaching License. Teacher candidates should plan to put the time and effort into this course in order to receive a B- and meet that requirement. All teacher candidates in this course will not receive an A grade. A grades are given for exceptional performance. Meeting all requirements, completed all coursework, and participated in all class activities does not directly translate into an A grade in this course. Teacher candidates who are working toward an A grade, should plan to demonstrate performance that is beyond the stated requirements for the course.

### **Sexual Misconduct**

In accordance with Title IX of the Education Amendments of 1972, Brigham Young University prohibits unlawful sex discrimination against any participant in its education programs or activities. The university also prohibits sexual harassment-including sexual violence-committed by or against students, university employees, and visitors to campus. As outlined in university policy, sexual harassment, dating violence, domestic violence, sexual assault, and stalking are considered forms of "Sexual Misconduct" prohibited by the university.

University policy requires all university employees in a teaching, managerial, or supervisory role to report all incidents of Sexual Misconduct that come to their attention in any way, including but not limited to face-to-face conversations, a written class assignment or paper, class discussion, email, text, or social media post. Incidents of Sexual Misconduct should be reported to the Title IX Coordinator at [t9coordinator@byu.edu](mailto:t9coordinator@byu.edu) or (801) 422-8692. Reports may also be



submitted through EthicsPoint at <https://titleix.byu.edu/report> or 1-888-238-1062 (24-hours a day).

BYU offers confidential resources for those affected by Sexual Misconduct, including the university's Victim Advocate, as well as a number of non-confidential resources and services that may be helpful. Additional information about Title IX, the university's Sexual Misconduct Policy, reporting requirements, and resources can be found at <http://titleix.byu.edu> or by contacting the university's Title IX Coordinator.

### **Student Disability**

Brigham Young University is committed to providing a working and learning atmosphere that reasonably accommodates qualified persons with disabilities. If you have any disability which may impair your ability to complete this course successfully, please contact the University Accessibility Center (UAC), 2170 WSC or 422-2767. Reasonable academic accommodations are reviewed for all students who have qualified, documented disabilities. The UAC can also assess students for learning, attention, and emotional concerns. Services are coordinated with the student and instructor by the UAC. If you need assistance or if you feel you have been unlawfully discriminated against on the basis of disability, you may seek resolution through established grievance policy and procedures by contacting the Equal Employment Office at 422-5895, D-285 ASB.

### **Academic Honesty**

The first injunction of the Honor Code is the call to "be honest." Students come to the university not only to improve their minds, gain knowledge, and develop skills that will assist them in their life's work, but also to build character. "President David O. McKay taught that character is the highest aim of education" (The Aims of a BYU Education, p.6). It is the purpose of the BYU Academic Honesty Policy to assist in fulfilling that aim. BYU students should seek to be totally honest in their dealings with others. They should complete their own work and be evaluated based upon that work. They should avoid academic dishonesty and misconduct in all its forms, including but not limited to plagiarism, fabrication or falsification, cheating, and other academic misconduct.