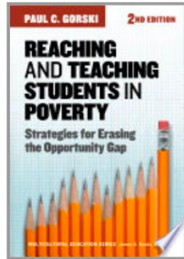
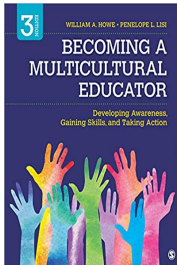


CPSE 480: Multicultural Issues in Special Education
Department of Counseling Psychology and Special Education (CPSE)

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: Isabelle Furgeson Email: ifurgeso@byu.edu TA Name: Colleen Simpkins Email: col.simpki@gmail.com
Class meetings	Monday and Wednesday 3:30pm - 4:45pm BRMB 270
Prerequisites	Taking as prerequisite or 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)
- **Assigned articles:** Available from lib.byu.edu

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.

Synchronous & Asynchronous learning

Due to the complexities of learning together, this class will blend in-person (synchronous) and recorded/on your own time (asynchronous) learning format. One day a week you will join the class in-person for an interactive learning experience. One day a week you (on your own time) will participate in a learning activity which may include a prerecorded lecture, discussion board, Purusall reading, or collaborative learning with your peers. The asynchronous learning will vary from week to week, but will require your participation (you'll get points for doing it). Failure to complete the asynchronous aspects of the course will decrease your understanding of the material. Mastery of the material will be evident in the quality of the work you produce throughout the semester. Students may choose to use their asynchronous time to work ahead on their term projects.

We will meet together for the first day of class.

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.

Learning Outcomes addressed by Assignments:	
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.	Quick Writes and Panel Presentations International Project
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.	Compare and Contrast Asynchronous Assignments
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.	<u>Photovoice</u>
Expected long-term learning outcomes addressed by Assignments:	
1. Students will regularly seek information about other peoples, cultures, nations and religions from sources they have come to recognize as reliable.	International Special Education Project; Classroom Redesign
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.	Community Experience Mini Ethnography Assignment
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.	BYU USGA Panel Interview Quick Write Assignment
Course Characteristics addressed by assignments:	
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.	Literacy Review
2. Cultural and global issues should be presented and discussed in a manner which models respect for differing experiences and perspectives.	Class Participation Assignment Classroom design Literacy Project

3. Students should apply discipline-specific methodology to their thinking and writing on issues of global and cultural significance.	Single Story Assignment
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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		Total Points
Movie Review Assignment	September 8	50
Photovoice Paper	September 15	50
Proposal for Community Ethnography project due	September 22	50
Part A for Community Ethnography project due	October 4	75
Single Story	October 13	50
International Special Education Project	October 25	100
Part B for Community Ethnography project due	November 3	75
Cultural Diorama MID TERM	November 17	200
Identity and Bias Project	December 1	100
Part C for Community Ethnography project due	December 8	75
Community Ethnography Project, write and ppt due FINAL	December 17	200
Quick Writes/Asynchronous Participation	As determined throughout the semester	75
Attendance and participation	Each Class	75
	Total	1175 points

Assignments:

Movie Review

DUE: September 8

Directions & Grading Criteria

You will watch two movies (chosen from below list). You will compare and contrast the movies. Your 3 to 4 page (double spaced, Times Roman 12 pt., 1 inch margins) review will be evaluated according to the following criteria:

- (1) 5 points - The images/roles of exceptionality and how they were portrayed (e.g., positively, negatively) and/or the purpose the disability serves in the movies (e.g., to evoke pity, sympathy, understanding, etc.)
- (2) 5 points - Accuracy of disability portrayals;
- (3) 5 points – Images/roles of diversity (or lack of diversity) displayed in the film;
- (4) 5 points - Your perceived analysis of impact of movies on public perceptions; and
- (5) 5 points - Clarity of writing, including APA format.

Films: At First Sight (1999), A Beautiful Mind (2001), I am Sam (2001), Benny and Joon (1993), Behind the Blackboard (2011), Words on Bathroom Walls (2020), Brain on Fire (2016), Radio (2003), Wonder (2017), Theory of Everything (2014), Breathe (2017), The Peanut Butter Falcon (2019), Miracle Run (2004), Lorenzo's Oil (1992), Front of the Class (2008), Where Hope Grows (2014).

Photovoice Paper

DUE: September 15

Paper

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, iPad, 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, gather 3 items that reflect your history of reinforcement. Take a picture of those items. Then write a 500-word essay on how those items reflect you and your reinforcement histories.

What is a reinforcement history? When you are exposed to something positive, you do it more. What positives have you continued to expose yourself to because it is reinforcing? That is your reinforcement history. For example, if you love the thrill of going fast and after riding a dirt bike once, you were hooked on the sport, you may choose that as one of your 3 reinforcement histories to explore. Or maybe you felt good inside when you gave service, and so you continue to seek out areas where you can volunteer. (There is no right or wrong thing to choose. Pick 3 things that are reinforcing to you and discuss them.)

This assignment has 2 parts:

Part A: Pre-discussion Analysis

- Provide a written description of your images and how they reflect your history of reinforcement. Consider the following questions: What do these items have to say about you? How common is your reinforcement history to someone else's? Insights should be genuine and personal. This section should consist of approximately 400-600 words.

Part B: Images

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

Single Story

DUE: October 13

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=D9Ihs24Izeg>.
- 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.
-

International Special Education Project

DUE: October 25

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. Africa 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

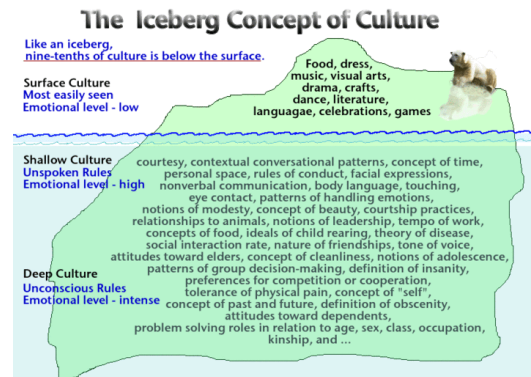
Cultural Diorama

DUE: November 17

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).

Identity and Bias Project

DUE: December 1

This project includes four parts:

Part A. Disability Awareness Family History

Most families have members who were born with obvious challenges, who were identified by the schools with a disability or disorder, or who became disabled in childhood or adulthood through physical or mental illness, accident, injury or aging. The purpose of this task is for you to learn more about those individuals and the history of your family’s response to those persons.

Interview your parents, grandparents and other older relatives to find out as much as you can about these family members.

If you have a good relationship with a family member who has a disability or has a child with a disability, you might choose to interview them about the impact of that disability on their lives, their hopes, their dreams, their nightmares, their challenges. Or you might choose to spend some time with them and reflect on what you learned that ties in with this class.

If you were identified as a student with a disability or were born with a significant physical difference or medical problem, you might choose to have a conversation with your parents about what it was like for them at the time you were identified and how they advocated for you and for themselves.

Provide a concise, clear summary of how you went about your inquiry including dates, times, persons interviewed or interacted with, methods for inquiry, questions asked, and what you learned.

Reflection

Provide a well-developed reflection on your inquiry and analysis of your findings.

1. Describe your emotional, intellectual and behavioral responses to the exercise. How did the interview make you feel? What did it make you think? What did you want to do after conducting this interview?
2. What has been discussed in class that ties into what you learned in the interview? Make direct reference to how you have integrated new understandings and made connections with class lectures, discussions, readings, and in-class activities.
3. What did you learn about individuals with exceptionalities or cultural/personal response from completing this exercise?
4. How do others in your family view this person with a disability? What is your perception of disabilities?

B. Analysis of Personal Interaction with an Individual with Disabilities

Summary of Interaction

Provide a summary of an interaction with an individual with disabilities that you engaged in or observed. This interaction should have occurred within the last year. Provide information about when and where the interaction took place, who was involved in the interaction, and what happened. Describe the person with a disability that the interaction revolved around. Please use first names only or pseudonyms to protect the confidentiality of those involved.

Reflection/analysis of personal interaction

Describe your initial response to the interaction, and then dig deeper. Reflect on your own personal response to the interaction. What assumptions were challenged? What did you learn from the interaction? Consider how this interaction compares and contrasts with what you are learning about individuals with disabilities.

1. Describe your emotional, intellectual and behavioral responses to the interaction. How did this interaction make you feel? What did it make you think? What did you want to do after this interaction?
2. What has been discussed in class that ties into what you experienced in this interaction and the comments you've made? What was your personal reaction to the interaction or connections you made with what you've experienced or learned?
3. Do you think people would have a more positive attitude about people with exceptionalities if they interacted with this individual? If so, explain why? What negative attitudes or beliefs about people with disabilities do you think might be subtly or not so subtly reinforced?
4. What did you learn about individuals with exceptionalities from this interaction? What is your perception of disabilities?
5. Did you notice other peoples' reactions to this person? What were their perceptions of this person with a disability?

C. Children's Literature Analysis

The purpose of this assignment is to analyze how individuals with disabilities are portrayed in children's literature. Whether online or through a library resource, read 20 children's literature books with characters with disabilities.

1. Create a chart with the following information:
 - a. Title, Author, Illustrator of the book.
 - b. Brief summary of the plot.
 - c. Demographic information about character with a disability (include race, gender, age, ethnicity.)
 - d. Describe the character's disability as portrayed in the book.
2. Analysis
 - a. Using what you are learning about specific disabling conditions, analyze whether the information presented about each character is accurate. Be specific in providing examples from the book and comparing the information in the book with information available about the disabling condition.
 - b. Reflect on how this book impacts your perception of disabilities and determine if this book would be appropriate for a disability awareness lesson in your classroom.

- c. Discuss how this book would influence children’s perceptions of disability.
- d. Describe how you would use this book to teach about disabilities. Would you use this book in your class? If you would, explain why. If not, explain your reasons for not using the book.
- e. Note any stereotyping.
- f. Finally compare and contrast characters across your chart. Are there any patterns? What do you notice?

D. Final Analysis

Write a 1,000 – 1,500 word essay to summarize learning across all three areas of the project. What did you learn? How does this learning compliment what you are learning in class?

Community Experience Mini Ethnography

This project consists of 5 parts with 5 different DUE dates. See below:

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.

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.

- Because this is a mini ethnographic experience – it is expected that you will allow three total visits.
 - Visit One – Observation
 - Visit Two – Interview
 - Visit Three – Volunteer or Service work.

Community Experience Mini Ethnography Proposal

DUE: September 22

Make sure to research background information about the group so that you are respectful of cultural norms. You must submit your proposed experience to me in writing by September 22. In the proposal, you must include:

Your intended project

Why you want to participate in this activity.

How you will gain access.

Evidence of how this project will take you out of your comfort zone.

What cultural norms you need to be aware of in approaching the experience.

What you hope to learn through your observations.

What you hope to learn through your interview.

How you hope to serve.

You must include who you will contact. How you will observe. Who you will interview. And what type of service you will provide. You must also include how you came about the service you hope to provide. (Who did you talk to? How do you know the service you want to provide will be helpful etc.)

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.

Community Experience Mini Ethnography Part A – Observation Completed

DUE: October 4

Community Experience Mini Ethnography Part B- Interview Completed

DUE: November 3

Community Experience Mini Ethnography Part C – Service Completed

DUE: December 8

Community Experience Mini Ethnography FINAL – Completed Analysis

DUE: December 17

Your final paper should be 2,000 to 2,500 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 Service: What did you learn? How did you benefit from serving? Discuss the process of gaining access to service. What evidence do you have that your service was culturally appropriate and followed cultural norms?
- 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?

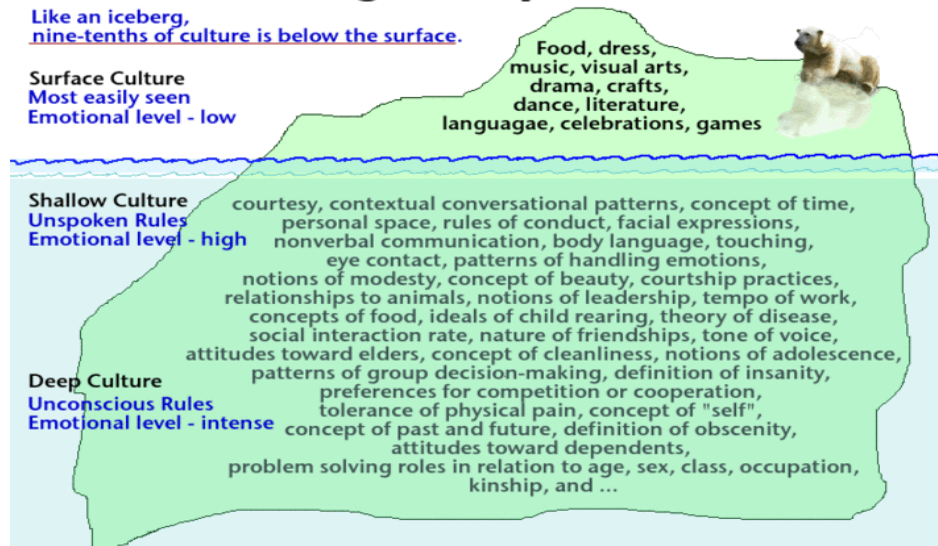
Sample: You will turn in a paper on LS to report your experience. This paper should represent a process of reflection around the issue or topic that you are thinking about. For example, if you participate in a Hindu religious service at the Sri Sri Radha Krishna Temple in Spanish Fork, UT, you might 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.

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:

1.

The Iceberg Concept of Culture



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. It 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 and included.

Community Experience Mini Ethnography Grading Rubric

	Low	Mid	High
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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.

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.

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 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.