

ITE 360: Introduction to Multicultural Education

Elementary and Early Childhood Education Program, Institute for Teacher Education, UHM
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Conferences scheduled on request

I. Descriptive Information

"No culture can live, if it attempts to be exclusive." Mahatma Gandhi

Course Description

Concepts and methods to develop sensitivity and awareness of cultural influences on behavior as these relate to the schooling process. No focus designation; A - F only.

Rationale

This course introduces the concept of multiculturalism – defined here as a philosophy that values cultural differences by advocating social equity for minority cultures within the context of the majority or privileged class -- and how its complex and changing constructs permeate educational policy. Our underlying task will be to explore the traditions and experiences practiced by our increasingly diverse population through a global lens, focusing on the following five elements: race/ethnicity, gender, age, poverty/class and religion. From this developing awareness we'll explore how accommodations for cultural differences might impact a school setting.

Disability Statement—KOKUA Program

If you have a disability and related access needs, please contact the KOKUA program (UH Disabled Student Services Office) at 956-7511 v/text, KOKUA@hawaii.edu, or go to Room 013 in the Queen Lili'uokalani Center for Student Services. Please know that I will work with you and KOKUA to meet your access needs based on disability documentation.

Ethical Behavior

All work you submit as yours must include proper documentation and crediting of sources. As commonly defined, plagiarism consists of passing off as one's own the ideas or words belonging to another, including a fellow student. Failure to properly introduce and document paraphrased material or borrowed ideas is plagiarism. Plagiarism carries serious consequences and possible dismissal from the program. See the *UH General and Graduate Information Catalogue* under "Student Regulations" and the *UH Student Conduct Code* for specific guidelines related to plagiarism.

Laptop Computers

The following are specific expectations for laptop use in our classroom:

1. Bring your laptop to every class unless otherwise instructed.
2. The legitimate educational purpose of our class is to help prepare you for your professional career. Part of your development as a professional is learning the ability to practice and model courtesy and respect for your colleagues and instructors. Accordingly, engaging in personal

emails, instant messaging, games and web surfing are not appropriate activities during class time.

3. Please turn on your laptops before class and keep the screens down until we are ready to use them. The other option is to leave them off until requested to turn them on.
4. Demonstrate ethical and responsible behavior during class and on the UH network.
5. Please charge your batteries before class.
6. When in class, please spend time only on the tasks associated with this course.

II. Standards-Based Education and the College of Education Conceptual Framework

“The unexamined life is not worth living.” Socrates

During your teacher education program, you will find yourself immersed in standards-based education:

• **The College of Education (COE) and the Institute for Teacher Education (ITE)** require teacher candidates to be **knowledgeable, effective, and caring**. These three standards, using Hawaiian proverbs from *‘Olelo No‘eau*, are a part of all learning experiences during your teacher education program:

a. Knowledgeable

Teacher candidates are knowledgeable about content, pedagogy, and professionalism; human growth and development; and the physical, mental, emotional, and social needs of students with diverse backgrounds and learning needs.

E lawe i ke a‘o malama, a e ‘oi mau ka na‘auao: He who takes his teachings and applies them increases his knowledge (Pukui, Mary Kawena. 1983. *‘Olelo No‘eau* 328. Honolulu, Bishop Museum Press).

‘A‘ohe pau ka ‘ike i ka halau ho‘okahi: All knowledge is not taught in the same school. One can learn from many sources (Pukui, Mary Kawena. 1983. *‘Olelo No‘eau* 203. Honolulu, Bishop Museum Press).

b. Effective

Teacher candidates have the professional experience and skills to teach so that all children can learn.

Ho a‘e ka ‘ike he‘enalu i ka hokua o ka ‘ale: Show [your] knowledge of surfing on the back of the wave. Talking about one’s knowledge and skill is not enough; let it be proven (Pukui, Mary Kawena. 1983. *‘Olelo No‘eau* 1013. Honolulu, Bishop Museum Press).

c. Caring

Teacher candidates care about students and their families and communities, teaching and learning, and their own professional development.

E kuahui like i ka hana: Let everybody pitch in and work together (Pukui, Mary Kawena. 1983. *‘Olelo No‘eau* 323. Honolulu, Bishop Museum Press).

• The Hawaii Teacher Standards Board (HTSB) sets standards for Hawai‘i teachers. **The Hawai‘i Teacher Performance Standards (HTPS)** can be found in your Elementary and Early Childhood Teacher Education Program Handbook.

• **The Hawai‘i Content and Performance Standards (HCPS III)** for K-12 students are set by the Hawai‘i Department of Education. These can be viewed on the DOE website at: <http://standardstoolkit.k12.hi.us/index.html> or <http://wetserver.net/hcpsv3/index.jsp>

III. Goals, Content, and Objectives

"A culture is made -- or destroyed -- by its articulate voices." Ayn Rand

A sampling of issues we might cover both within and weaving through multicultural elements, time permitting: preservation of national and cultural traditions, official and national languages, stereotyping, life styles, immigration, multicultural NGOs/organizations (UN), religious minorities, power with and without authority, and human rights.

We will take our journey through a wide variety of activities: readings, films, discussions, goal oriented group work, role-playing, presentations, and lectures.

All of us will be exposed to myriad ideas and points of view, through which I hope we will thoughtfully examine our own values, biases and beliefs. Open mindedness, intellectual curiosity, and a respect for the beliefs and feelings of others will be critical to the success of this endeavor.

The ultimate goal is to prepare you to be more effective agents of educational change within the context of a mutually supportive and collaborative class community.

Along the way you'll have ample opportunities to determine the agenda and direction of our explorations, both in class and online. I hope you enjoy the ride... and I welcome you to our journey into the provocative world of multiculturalism!

Potential Essential Questions to tackle:

- Is there such a thing as an American culture?
- Does the American-style ghetto exist in any other city around the world?
- Should government regulate a cultural value if it is abhorrent to the dominant culture?
- Should we celebrate cultures that are violent and/or oppressive towards women?
- Do schools tend to homogenize their students, forcing the assimilation of minority cultures into that of the majority?
- Should the majority be the ones to define the terms to which those in the minority have to submit?
- By regulating certain festivities, symbols and languages, is the dominant culture favored to the detriment of others?
- Can a sense of belonging flourish in a "melting pot" environment?
- Do racial differences in aptitude exist?
- Do minorities require group rights?
- Should there be differentiated rights depending on group identity?
- Should pidgin/ebonics be taught as a separate language?
- What role does language play in ethnic identity?
- Should English be the official language of the U.S.?
- Does multiculturalism undermine national unity?
- Does the mere recognition of diversity contribute to maintaining structures of inequality?
- Does multiculturalism reinforce segregation by emphasizing differences over shared values?
- Should nationality remain the main criterion for inclusion into mainstream society?
- Is it acceptable to make fun of one's own culture?
- Can social justice be obtained without some level of integration?
- Is multiculturalism a panacea for conflict?

Process Goals for this class:

I value...

- manifesting evidence of self-reflection, honesty, accountability, and open-mindedness
- demonstrating interest by taking the initiative to find out stuff on your own, then sharing it
- raising questions... developing thoughtful answers... looking closely at your thinking
- making a serious effort to develop and improve how you express your thoughts in writing
- seeking help when needed.... coming on time...contributing to class discussions
- showing enthusiasm!

I also believe that:

- your opinion is important
- improvement is always possible
- there is always a Plan B, and...
- the success of this class is as much in your hands as in mine

Product Goals for this class:

You will be responsible for writing journal pieces, analyzing educational articles, researching and sharing information, visiting relevant sites to enhance your cadre of resources, creating a polished, and developing and refining a personal philosophy towards how we can promote multicultural equity in a school setting.

IV. Required Text

"If you tell the truth, you won't have to remember anything." Mark Twain

No textbook required.

There will be assigned articles/readings throughout the semester provided either through handouts or accessible through the web, including, but not limited to:

ACLU Briefing Paper #6, "English Only" Official Position (1987)

Aldridge, J. & Calhoun, C. & Aman, R. 15 Misconceptions About Multicultural Education. Focus on Elementary, Spring 2000 Vol. 12 #3

Banks, James. Diversity within Unity: Essential Principles for Teaching and Learning in a Multicultural Society. New Horizons for Learning, www.newhorizons.org

Chiu, Chi Yue. "Do Multicultural Experiences Make People More Creative? If So, How?" www.in-mind.org, February 7, 2007

Costner, Kelley L. (2007) Seven Principles for Training Culturally Responsible Teachers. *Teacher Magazine*. Online.

Costner, Kelley L. (2007) Teaching Diverse Populations: Part II. *Teacher Magazine*. Online.

Essoyen, Susan. "Micronesian Students Teach Teachers," *Honolulu Star Bulletin*. July 15, 2007

Irvine, J. J., & Armento, B. J. (2001). Culturally responsive teaching: Lesson planning for elementary and middle grades. Boston: McGraw-Hill.

Iding, Marie/Cholymay, Novia/ Kaneshiro/Sandra. "Building Bridges, Not Barriers: Inviting Chuukese Family Involvement in Hawaii Schools." *Journal of Pacific Rim Psychology*. Vol. 1, Issue 1 pp. 10-13

Kasindorf, Martin. "Racial Tensions are Simmering in Hawaii's Melting Pot" USA TODAY, March 6, 2007

McIntosh, P. (1989). "White privilege: Unpacking the invisible knapsack." *Peace and Freedom*, 10-12.

Mujica, Mauro. "Why the U.S. Needs an Official Language." www.worldandi.com December, 2003

Nieto, Sonia. (2003) Profoundly Multicultural Questions. *Educational Leadership*, Dec/Jan, 2003 Volume 60 issue 4.

Tough, Paul. "The Class Conscious Raiser." *The New York Times*, June 10, 2007

Warner, Judith. "For Clinton and Obama, the Burden of Identity." *The New York Times*. January 18, 2008.

V. Course Requirements and Instructional Procedures

"I would rather feel compassion than know the meaning of it." Thomas Aquinas

ITE 360 meets weekly during assigned class times. This course emphasizes interactive classroom activities, discussion, individual and group presentations and projects, and reading and writing outside of class.

Success in this course relies upon your consistent attendance, active participation, and on-time completion of assignments. You are expected to attend class regularly and be on time; there is no practical way to make up for missed class discussions, group work, and in-class activities. Trips, medical or dental appointments, teacher conferences, airport pick-ups, neighbor island flights, or other meetings should not be scheduled during class time. Students who have an illness or family emergency should notify me in advance (at the e-mail address above) if they will be late to or miss class. Students who demonstrate professionalism by arriving on time, participating in class, and completing assignments when due should expect to receive a higher course grade than those who do not.

VI. Assignments and Assessment

“I have a dream that my four children will one day live in a nation where they will not be judged by the color of their skin but by the content of their character.” Martin Luther King, Jr.

Requirements/Assignments	Points
ITE 360 dispositions: Attendance, on-time to class, meeting deadlines, attitude, contributions to the classroom ambiance, encouragement towards others, responding to feedback...	10
Personal Identity – define your sense of selfhood; reflect on how external influences have contributed to or challenged inequities in your own experiences.	15
Cultural Discovery – choose a cultural identity other than your own and research its history and current issues through the five elements of race/ethnicity, gender, age, poverty/class and religion.	15
Reflection Journal – (15 x 1) free write after each class, addressing a posed essential question, activity, commentary...whatever inspires you. This treatise must have evidence of how you are challenging yourself to think in new and self-reflective ways about educational equity questions.	15
Responses to posted articles (3 x 5) – develop a reaction paper consisting of a précis; three informational questions; a developing, personal point of view that includes a commentary on the implications/consequences for the issue at hand; and two essential questions. These responses will be evaluated for their clarity, depth of thought, thoroughness and accuracy.	15
Film Analyses (3 x 5) - view, discuss and analyze three films viewed either in class or at home, addressing how these reflect the multicultural elements emphasized in this course (see list of possible films below).	15
Personal Action Project – conceptualize, propose and carry out a project that promotes equity and justice in a school or community environment.	15

A Class Divided (1968)
Amandla! (2002)
Baraka (1992)
Beneath the Veil (2001)
Blood Diamond (2006)
Born Into Brothels (2004)
Children of Heaven (1997)

City of God (2002)
Colors Straight Up (1997)
Hotel Rwanda (2004)
Lost Boys of Sudan (2004)
Mad Hot Ballroom (2005)
National Geographic: Taboo – Seasons 1,2 (2007)

Osama (2003)
Powaqqatsi: Life in Transformation (1988)
Promises (2003)
Romeo and Juliet in Sarajevo (1994)
Raise the Red Lantern (1991)

That's My Face (2001)
The Secret Life of Geisha (1999)
Seven Days in Tibet (1997)
Wedding Banquet (1993)

VII. Course Grading

"It is well to remember that the entire population of the universe, with one trifling exception, is composed of others." John Andrew Holmes

This class will use a straight grade system: A, B, C, D or F.

YOU are the only one who has control over how much effort you are willing to expend in completing and revising any assignments. I will guide you along the way through careful and thoughtful assessment of your work. Your task will be to keep track of the points you have earned, and to accept the consequences, good or bad, of the time and effort you put into this class. You will always know where you stand; I do not "give" grades; you "earn" these. This transparency should preclude any surprises at the end!

A caveat: you simply must come prepared for each class to participate fully. **Consequently, assignments submitted after the due date/time will get only partial credit.** 1 point will be deducted for each day an assignment is late, up to half of its point value.

Class reflections must be on time to receive credit. These reflections cannot be revised and resubmitted.

More detailed information for each assignment will be distributed in class. Read all directions carefully! If you are not clear on any assignment, make the effort to call or e-mail me, or one of your classmates, *before* it is due.

I cannot reiterate this enough: there is no way to effectively make up a class absence. If for some unavoidable reason you are unable to make a class, e-mail or call me as soon as possible and we'll work out a plan for you to catch up as best we can. *If you are absent, any assignment must be e-mailed to me by the start of class the day it is due for full credit.*

A =	90 - 100	(A vast majority of the work has reached a Professional level, the rest is Accomplished. No work is at Developing, or incomplete/missing.)
B =	80 – 89	(At least half of the work is Professional, the rest is Accomplished. No work is at Developing, or incomplete/ missing.)
C =	70 – 79	(Less than half of the work is at a Professional level, the rest is Accomplished. No work is at Developing, or incomplete/ missing.)
D =	60 – 69	(One or two assignments is/are Developing, or incomplete/missing. Not a passing score.)
F =	59 or below	(Three or more assignments are Developing/at least one is missing. Not a passing score.)

The scoring system on all rubrics for this course is as follows:

D	Developing or incomplete work (does not meet criteria for accomplished work)
A	Accomplished (meets basic expectations for this course as a teacher candidate)
P	Professional (meets expectations as a professional teacher -professional goal)

VIII. Class schedule

"No person is your friend who demands silence, or denies your right to grow." Alice Walker

The class meets once per week for 2.5 hours; there are approximately 16 class meetings per semester. Our class schedule designating the sequencing of activities and due dates for assignments is attached at the end of this syllabus. *Schedule may be subject to change.*

We're all in this together.... let's roll! 1/16/2008

ITE 360 Dispositions

(Highlight the comments that best fit you....then add the points and mark the total at the bottom.)

1

.5

I always arrive to class on time

I've been late at least once

I have completed all assignments/
revisions on time

I have turned in one or two assignments
late...none are missing

I have attended every class

I have missed only one class

I contribute a great deal to class through
asking questions and providing insights.

I add my voice now and then

I encourage others to participate by asking
them to clarify or join in; I don't
monopolize discussions

I sometimes encourage others

I have demonstrated/modeled my interest
and listened actively to others in this class,
helping to help create a positive learning
environment

It may not show, but I create a positive
learning environment by always keeping
focused

I have neatly kept all of my work and
class handouts together in a binder

I have all of my work and most of my
handouts

I have read the comments/questions written
on my work and responded to these in
my revisions

I have read the comments written on my
work, but haven't applied all of the
feedback to my revisions

I always take a voluntary, thoughtful, and
active role in my own learning

I take an active role in my own learning
most of the time

I'm ready to roll with social studies!

There's too much info, but I'll try... I think
things will pick up for me

Name _____

Total points _____ out of 10

Culture Identity Paper

All of us are culturally unique. The purpose of this assignment is to define your sense of selfhood by narrating the life experiences that you consider to be significant in shaping your worldview. This culture identity paper is the way in which you see yourself in terms of your individuality and difference to others. Include both typical and exceptional events from your childhood up through today, paying particular attention to those experiences that weave in the elements of culture – race/ethnicity, gender, age, poverty/class and religion – on which we are focusing in class. This task will give you the opportunity to examine and reflect on the cultural assumptions you carry both about yourself and about others who are different than you.

This reflective, self-analytic story of your past and present should offer a window into how these experiences have shaped your cultural views: your standards for thinking, valuing, behaving and evaluating people and events that surround you. This goes beyond a simple story of your family's history.

Following the completion of your essay, respond to the following in a separate section: How has this personal identity paper changed or reinforced your attitudes about living in a multicultural society?

This cultural autobiography should be 2-3 pages, 12 font, double-spaced, and proofread. Understanding that self appraisal can be intensely personal, these will be shared in class via 'line item veto' style: you will choose what to impart to your peers.

Your paper will be assessed on how well you identify, develop and support your answers to the following statements/questions: (1 pt. apiece)

- What is the composition and ethnic identity of your family of origin?
 - Describe the neighborhood where you grew up in terms of class and ethnicity.
 - When can you first recollect identifying with any group and learning that there were “others?”
 - Can you relate any of your traditions (food, celebrations, language...) or tastes (music, art, clothes, entertainment...) to culture or class?
 - How did school, church, sports and/or any other group activities shape your attitude about those who were not a part of these same subcultures?
 - Did you ever feel that your physical appearance/abilities defined who you were/are?
 - Who were your friends when growing up? How did you select them? Did you use the same criteria for dates/significant others? Has this criteria changed over the years?
 - What were the main values that you were taught? How were these taught? What messages were you given about how individuals – gender, age, class, race, religion – should behave or be treated?
 - How do you perceive the differences in power and authority of those in your family and in the groups to which you belong?
 - Which values have you retained as part of your cultural identity today? Which have you discarded?
-
- How has this personal identity paper changed or reinforced your attitudes about living in a multicultural society? (5 pts.)

Cultural Discovery

Your task is to choose a cultural identity other than your own, researching its history and related current issues in a way that can easily and interestingly be conveyed to your peers. Add any criteria that will make your presentation come alive! Incorporate any elements of culture you feel are relevant to an understanding of that culture, helping all of us to gain awareness of an “other” with which we might be unfamiliar.

Think about a group you’re curious about but have never really researched in any depth. Who are the Amish? Present day geisha? The untouchables in India? Extreme sports athletes? What is the “My Space” culture? Geek or Goth or theater or Martial Arts culture? Those who wear neck rings or lip plates? The Purple Hats Club?

You may use any creative venue to disseminate this information – developing a lesson plan, designing a poster, creating a collage, writing a play, inventing a game – to your peers. The purpose is to gain awareness and ultimately promote cross cultural ‘comfortability’ among differing groups.

Run your ideas by me by February 13th. You will be self-assessing your Cultural Discovery.

The “discovery” should include:

- Inception/background/purpose or focus/size and global whereabouts
- Relevant cultural elements (race/ethnicity, gender, age, poverty/class, religion)
- Perceptions/anecdotes stated about the group
- Commonalities with yours/other group identities
- How your worldview about this group has changed...

Enjoy exploring and creating this project!

Class Reflections

Free write after every class, addressing a posed essential question, activity, commentary... whatever inspires you. This treatise must have evidence of how you are challenging yourself to think in new and self-reflective ways about educational equity questions.

You might want to address the following questions within the body of your reflection:

Summarize the day's activities.

Which activity did you find the most useful? Why?

How did your experiences today affect your assumptions about multicultural education?

What questions do you still have?

What do you want to explore further?

You will be self-assessing these, marking down a point for every reflection you e-mail to me on time (before the beginning of the next class). Late reflections will not receive credit as we will be moving on to other discoveries, discussions, and foci that need your attention once the subsequent class begins.

I will respond to your reflections as often as I can; please be assured that I will read these with care as they open up a window into who you are!

Response Hints...

Writing responses to articles and issues you will soon face is *beyond* important as you segue into a teaching role, should you choose this path. Reading and responding to what you read is a developed skill; you will benefit tremendously as you practice and hone the ability to paraphrase, look up what you don't know, express a solid POV, and ask good questions (not just of students, but of your colleagues).

The assignment: you will be responding to several posted articles in the following format: a précis; three informational questions; researched answers to these questions; a developing, personal point of view that includes a commentary on the implications/consequences for the issue at hand, your thoughts on a solution to the issue; and two essential questions. These responses will be evaluated for their clarity, depth of thought, thoroughness and accuracy.

General

- Submit your responses to the appropriate drop box under 'Assignments.'
- Include your name and a title on the response itself.
- Use single line spacing, 12 font, 1" margins, left hand alignment.
- Respond in a formal writing format, not in a reflective, 'stream of consciousness' style.
- Place the sections separately (précis, informational questions, point of view, etc.) for ease in assessment.
- Read through the article(s) once, then return and highlight areas that will help you write your précis. Skim it again as you formulate your thoughts and express your point of view.

Précis

- Omit all words that refer to the writer, article, or you: i.e. "This article points out...", "I think that...", "The writer states..." Just note down what is being conveyed.
- Paraphrase the article down to 1/3 – 1/2 page, single-spaced. No direct quotations.
- Include only the author's main points, evidence and conclusion/solution. No personal opinions.
- Keep your emotions in check...no personal adjectives if they are not specified in the article. i.e. The idea that "it is not realistic to insist that first graders can successfully sit still for any length of time" should not be conveyed as "people who think that first graders can sit still are idiots."

Basic, informational questions

- ... are those NOT answered within the article.
- ... cover info you want to know more about to broaden your understanding of the issue. You need to look up the questions you have developed using another source. i.e.: They mention norm-referenced criteria but don't explain it. I need to look that up. Who is Spencer Kagan? I'll find out. They talk about a lawsuit; I want to find out about the outcome.
- ...need to be cited. Write down the url (www.teachersrule.com). Or the book:
Hussein, S. (2003). *I'll be back*. Baghdad: Lunatic Press.
Lowrey, S. (2007). "Why I retired from the University". *Got Brains Weekly*. 1-204.

Point of View (POV)

- Your POV covers the inferences you are making, embedded with your assumptions. And, ultimately, your conclusion, which is how you are going to apply what you've learned to your own classrooms.
- Your POV (point of view) takes a stand. Agree or not? Why or why not? ADD EVIDENCE from your own experiences. Show - don't just tell. Relate this evidence to points made in the article...then talk about how you might implement this in an educational environment. While I'm reading your response, I need to feel that you are developing a sound and reasonable POV that is backed up by evidence. How you think about the issue in an educational setting – whether you agree with the author's premise or not -- should be the most meaningful part of your response.

Essential Questions

- Provoke further thinking on the issue.
- Have no “right” answer.
- Offer the opportunity for you to hold ongoing, thoughtful discussions with others.

Assessment/Evaluation

Submit your responses in WebCT. I will write feedback (assessment) to prod your thinking and add questions that invite you to revisit sections on the paper itself, and send this back to you along with an attached rubric. Revise using a different color font for any additions/changes that you make, and submit by the respective deadline; include the rubric. If you have questions or need help, just contact me by e-mail... we'll work something out. It's important that you feel comfortable and successful with these revisions!

The first response will focus on a stand-alone article. You will be reading two articles for response #2 and #3 each with a differing viewpoint on the same topic. You should constantly be looking for corroborating or negating evidence as you peruse these; make sure you understand both sides. Once you do a précis on each, figure out on which points the authors agree; disagree. Then look up info you want to know more about, add your own POV (take a stand...with evidence to back it up!) and finish with your essential questions. You may find your own POV changing as you read through and do a bit of research. Or you may not. Either way, it will be a more sound and reasonable POV because you have invested time in learning about the issue at hand.

Again, as a potential teacher you are going to get a plethora of info on all kinds of issues falling under the umbrella of multiculturalism. It is a skill to read and be able to get the gist of an article in one paragraph, and this skill is extremely useful. What you don't understand, you look up. What does this acronym mean? Who is this person? What law was passed? What other schools do this? How much does it cost? Who made the decision? Read both corroborative stuff and oppositional stuff. Being knowledgeable and well prepared means knowing all sides. THIS IS A SKILL – THAT'S WHY WE'RE DOING THIS. With schools becoming more and more diverse, continually and consistently viewing issues through a global lens will hone those traits that will help you excel as a teacher.

Response Rubric

Précis (1)

- Accurately identifies and explains the central issue addressed by the author
 - Covers principle supporting evidence used by the author
 - Contains no personal opinion, notes only what is being conveyed
-

Informational Questions (1)

- Offer additional information that is relevant to understanding the article
- Are cited appropriately

Essential Questions

- Are open-ended and challenge the reader to think critically
-

Point of View (2)

- Is thoughtful, organized and clearly explains perspective
 - Contains examples that support perspective
 - Draws logical and sound conclusions, using evidence in a fair-minded way
 - Draws from personal experience
 - Offers a solution/conclusion to the issue
-

Paper structure (1)

- Demonstrates smooth and efficient sentence style
 - Is proofread
-

Feedback:

Film Analysis

During the course of the semester we are going to view, analyze and discuss several films having to do with cultural experiences. Your task will be to treat these films as a medium for greater multicultural understanding. These particular films will give you the opportunity to see diversity issues through the eyes of the players, allowing for momentary immersion in cultural scenarios one can't always experience first hand. A caveat: be a critical thinker while watching the themes play out as films hold enormous power in conveying only a particular perspective.

Ergo, be a careful and observant viewer. We will not be limiting ourselves to typical film review discussions about plot and characters. Dig deeper. The purpose of watching these films is to gain some insight into the beliefs, attitudes and norms that shape and influence the culture that is being portrayed.

You may choose any three from which to write your analysis. These may come from the films we watch in class or ones (peruse the 'Film Blurbs' list for ideas) that you select to watch at home. Read the following five questions to focus your thought processes before watching the film, then jot down notes that reflect these ruminations. Develop these thoughts into a one-page, structured paper: double-spaced, 12 font, proofread.

The success of our subsequent discussions on the cultural issues advanced by the films will be predicated on how thoughtful you are in completing these assignments. Enjoy the experience!

Why is this story being told? (1)

Describe one of the scenes in which this central message is conveyed. (1)

Describe how the film addressed one element – race/ethnicity, gender, age, poverty/class or religion – of multiculturalism. (1)

How has the film challenged or augmented your point of view regarding this element? (1)

What scenes do you think you'll remember a year from now? Why? (1)

Personal Action Project

Enhancing awareness of diversity via service learning

Carry out a one-shot action plan that will make a difference to someone in your community. This experience will help you reflect on the expectations, obligations and opportunities to contribute to the world as a local (and ultimately global) citizen. Look for opportunities in media publications, through conversations with friends, or from any venue that gives you a window into the needs of those around you. The time parameter must be a minimum of 2 hours; you may – of your own volition – choose to extend this time period.

You may elect to do this project individually or in tandem with one of your classmates. Run your idea by me no later than February 13, then begin your initial research on how you can best accomplish your action plan. The due date for completion of your plan and subsequent reflection is April 30.

Possible venues:

Interview a senior citizen
Aid a handicapped person
Join a neighborhood park clean up group
Collect money during a food drive
Create an activity book for children
Prepare a meal at a shelter
Record a story for a hospital patient
Tutor someone who needs help
Conduct a workshop
Read a book to children at a library

Organizations:

Retirement homes
Hospitals/Retirement homes
Nanakuli Beach Park, Palolo Valley...
Food Bank
Ronald McDonald House, Shriner's...
Institute for Human Services
Hospitals
Schools, Day Care, YMCA...
Rec centers/ Retirement homes/ YMCA...
Community libraries

Reflecting...

The process of reflection is where the learning begins. Critically reflecting on your experience will help you gain a greater understanding of who you are and on who you would like to become. This action plan will enable you to make connections with the elements of multiculturalism on which we focus in class while examining your beliefs, values, and assumptions.

Include the following questions, which comprise the assessment for this assignment:

- Describe your action plan and why you chose it. (2)
- What did you learn about the issues that the person/agency is working to change/improve? (2)
- What did you learn about yourself in terms of your personal and cultural values? (3)
- How did your action affect your assumptions about gender, age, poverty/class, race/ethnicity and/or religion? (3)
- Did the experience meet your expectations? Explain why or why not. (3)
- Would you choose to be involved in a continuing action plan in the future? Explain your decision. (2)

One shot volunteer actions, albeit short, will ideally lead to subsequent projects and the growing view that lifelong volunteerism is truly what makes our communities flourish.

Enjoy the experience!

Class Schedule

ITE 360, Multicultural Education
 Wednesdays - 1 UHS1 - 107
 1:45 – 4:15pm
 1/16 – 5/7, 2008
 Shannon Lowrey, Instructor
 (subject to change...)

Day	In Class	DUE/Prep for <i>following</i> class meeting
1 1/16	<p>Focus: Observations/Inferences/Assumptions Activity: “Civilized”... Name Tags Photos Multicultural literature: <i>The House that Crack Built</i> - Clark Taylor, illustrated by Jan Thompson Dicks Current Issues (CI): China Round Table</p>	<ul style="list-style-type: none"> • Write Reflection #1 • Peruse syllabus • Info/handout – FREEPA • Peruse the news (applies to all classes!)
2 1/23	<p>Focus: Introduction to Multiculturalism - FREEPA (trash analysis) - course description - explanation of assignments - WebCT Activity: Creating journal covers - stations, marbling paper - modeling practice Assignment Intro: Personal Action Project Multicultural literature: <i>The Lotus Seed</i> – Sherry Garland, illustrated by Tatsuro Kiuchi CI: Indochina Round Table</p>	<ul style="list-style-type: none"> • Reflection #2 • Bring a smooth piece of cardboard within the next few classes... bring extras! • Peruse class schedule • Info/handout – Cultural Terms • <i>Readings #1</i> • Bring laptops!
3 1/30	<p>Focus: Race/Ethnicity Film: <i>A Class Divided</i> (http://www.pbs.org/wgbh/pages/frontline/shows/divided/etc/view.html) Assignment Intro: Response practice Question at Issue: Can a sense of belonging flourish in a “melting pot” environment? CI: USA Round Table</p>	<ul style="list-style-type: none"> • Reflection #3 • Response #1 • <i>Readings #2</i>
4 2/6	<p>Focus: Who am I? Activity: Squares Assignment Intro: Personal Identity paper Multicultural literature: <i>It Could Always be</i></p>	<ul style="list-style-type: none"> • Reflection #4 • Personal Identity paper

	<p>Worse – Margot Zemach CI: Israel Round Table</p>	<ul style="list-style-type: none"> • <i>Readings #3</i>
<p>5 2/13</p>	<p>Focus: Religion Film: <i>Promises</i> Assignment Intro: Film Analyses CI: Israel Question at Issue: Should those in the majority be the ones to define the terms to which those in the minority have to submit? Round Table</p>	<ul style="list-style-type: none"> • Reflection # 5 • Response #1 Revision • Film Analysis #1 • <i>Readings #4</i>
<p>6 2/20</p>	<p>Focus: Stereotypes - making choices/making assumptions... - defining racism, prejudice, ethnocentrism, xenophobia Activity: personal stories Multicultural literature: <i>Abuela's Weave</i> – Omar Castañeda, illustrated by Enrique Sanchez Round Table</p>	<ul style="list-style-type: none"> • Reflection #6 • Personal Identity paper – revision • Response #2 • <i>Readings #5</i>
<p>7 2/27</p>	<p>Focus: Gender Film: <i>Osama</i> Question at Issue: Do minorities require group rights? CI: Middle East Round Table</p>	<ul style="list-style-type: none"> • Reflection #7 • Film Analysis #2 • <i>Readings #6</i>
<p>8 3/5</p>	<p>Focus: Age Activity: Completing journal covers Assignment Intro: Cultural Discovery paper Activity: Sharing our personal identities Question at Issue: Is there such a thing as an “American” culture? Multicultural literature: <i>Wilfrid Gordon McDonald Partridge</i> – Mem Fox, illustrated by Julie Vivas Round Table</p>	<ul style="list-style-type: none"> • Reflection #8 • Cultural Discovery paper • <i>Readings #7</i>
<p>9 3/12</p>	<p>Focus: Poverty/Class Film: <i>Mad Hot Ballroom</i> Question at Issue: Should schools encourage ethnic identity? CI: Hawaii Round Table</p>	<ul style="list-style-type: none"> • Reflection #9 • Response #2 – revision • <i>Readings #8</i>
<p>10 3/19</p>	<p>Focus: Multicultural music/performing arts Guest teacher: Karen Drozd</p>	<ul style="list-style-type: none"> • Reflection #10 • Cultural Discovery paper – revision • <i>Readings #9</i>

3/26	Spring Break	
11 4/2	Focus: Artifacts as instructional tools Activity: Field Trip to Linekona Lending Library (Customize to your schedules...) - directions/time/prep	<ul style="list-style-type: none"> • Reflection #11 • Film Analysis #3 • <i>Readings #10</i>
12 4/9	Focus: Race/Ethnicity Activity: Sharing our Cultural Discoveries... Question at Issue: Does the mere recognition of diversity contribute to maintaining structures of inequality? Multicultural literature: CI: Hawaii, con't Round Table	<ul style="list-style-type: none"> • Reflection #12 • Response #3 • <i>Readings #11</i>
13 4/16	Focus: Race/Ethnicity Film: <i>The Lost Boys of Sudan</i> Question at Issue: Should nationality remain the main criterion for inclusion into mainstream society? CI: Africa Round Table	<ul style="list-style-type: none"> • Reflection #13 • <i>Readings #12</i>
14 4/23	Focus: Poverty/Class Multicultural literature: <i>Fly Away Home</i> - Eve Bunting, illustrated by Ronald Himler Question at Issue: Should there be differentiated rights depending on group identity? Round Table	<ul style="list-style-type: none"> • Reflection #14 • Response #3 – revision • <i>Readings #13</i>
15 4/30	Focus: Multicultural thoughts... Activity: Finish binding journals... Catch All Day! Multicultural Literature: Several! CI: Spotlight on today...	<ul style="list-style-type: none"> • Reflection #15 • Personal Action Project reflection
16 5/7	Focus: Knowledge Acquisition... - how much have you REALLY learned in this ITE 360 class?! Question at Issue: Is multiculturalism a panacea for peace? Round Table Class/Instructor evaluation	<ul style="list-style-type: none"> • Go celebrate! • Keep in touch by e-mail....