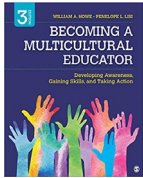


CPSE 480: Multicultural Issues in Special Education
Department of Counseling Psychology and Special Education (CPSE)

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: Hyesuhn Evans Office Location: 340-R MCKB Email: hyesuhn.lee@gmail.com
Class meetings	Tuesdays and Thursdays MCKB 341 3 pm – 4:15 pm
Prerequisites	Admission to Special Education Major or licensure program.

Readings



Main Textbook: Howe, W.A. & Lisi, P.L. (3rd Edition). *Becoming a Multicultural Educator: Developing Awareness, Gaining Skills, and Taking Action.*

- **Supplementary Readings:** Obiakor, F. E. & Rotatori, A. F. (2014). *Multicultural Education for Learners with Special Needs in the Twenty First Century.* Information Age Publishing. (Available through BYU Library Online)
 - Book club: Sign up for a book club using the following [google doc](#) and purchase the book you signed up for whether it's a hardcopy or softcopy.
- **Assigned articles:** Professor will provide them for you.

Course Description

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

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

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

Expected Learning Outcomes

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

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

Note: This course is certified to fulfill the GE Global and Cultural Awareness requirements. Learning outcomes for the Global and Cultural Awareness requirements include:

1. Students will acquire informed awareness of a global culture outside their own, with the interplay of cultures, languages, and/or nations at an international level.
2. Students will experience thoughtful reflection 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 GLOBAL & CULTURAL AWARENESS Foundation Document Criteria for General Education Certification Global & Cultural Awareness Approved October 2014 comparison, and will demonstrate informed awareness.

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.

Expected long-term learning outcomes:

1. Students will regularly seek information about other peoples, cultures, nations and religions from sources they have come to recognize as reliable.
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.
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

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

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

Grading Methodology

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

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

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

Assignment Type		Percentage	Total Points
Single Story	September 19	10%	100
Photovoice	October 3	10%	100
Cultural Diorama (midterm)	October 22	20%	200
Community Experience	November 7	10%	100
Book Club	November 21	10%	100
Final Project with museum visit completed	December 5	5%	50
Final Project with digital story completed	December 12	10%	100

Final Project with art and artist statement	December 18	10%	100
Reading Annotations	24 hours before each class	10%	100
Attendance and participation	Each Class	5%	50
Total		100%	1000 points

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).

Assignments

This is a more in depth approach to describe the assignment categories above:

1 Book Club

About: You will read a book (sign up on the google doc [here](#)) and discuss it with members of the class who have read the book and members of the class who have not read the book. You should use this assignment to review the terms we have discussed in class and prepare for the final project. Discussion should focus on the key questions and terms for each lesson.

Your book review will include the following points: (1) Your points of disruption--places in the book that cause you to feel uncomfortable or angry or curious. (2) Descriptions of the stories from the book that clarify or provide examples of the ideas we have been discussing in class. (3) How the stories from the book will influence your thinking about your future work as a teacher. (4) Ideas from the book that you believe must be shared with the other members of the class. This is not a summary book report.

You will keep a log (download form [here](#)) of meeting with your group for a total of 4 times, 2 will be held in class and another 2 will be held at your own time.

Use these notes to guide your discussion of the book during our in-class book club:

Share with others your points of disruption and what these disruptions reveal about you and your future work as a teacher

Share with others the main stories, themes, and argument of the book and how those connect with other course readings

Share with others how the main stories, themes, and argument of the book should influence your future work as teachers

Review the terms we have discussed in class; thus, prepare you for the final project

Please buy the book that you signed up for. You are NOT required to purchase the other books, but can if you choose to.

2 Reading Annotations

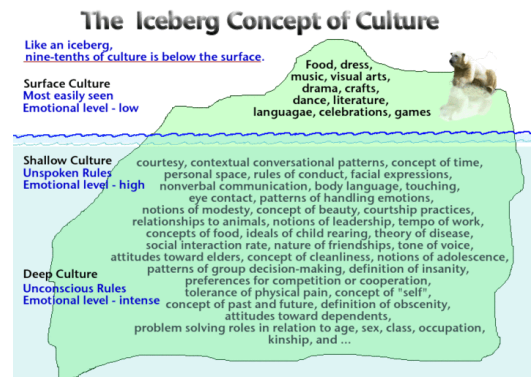
About: The content of this course is delivered through assigned readings. Readings are meant to serve as information to increase your knowledge base about teaching multicultural individuals. Written annotation during reading is a key method for increasing cognitive interaction with text. When you annotate your thoughts, including comments, questions, and connections, you read more actively. You will also participate in joint annotation. (You will annotate with your book club members). Joint annotation with others reading the same text prompts you to think critically about the information and helps you integrate it within your current context. All annotations are due 24 hours before class (sent to the TA). Here are the steps:

1. Access the assigned reading under BYU articles
2. Upload the document on your drive (alternate who uploads it)
3. Annotate the text (3-5 comments/ inquiries)
4. Share with the TA (give access)

3 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).

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.

4 Single Story

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 a minoritized group. The assignment has three parts- reflection and Self-exploration, Critical Thinking, and List of Artifacts.

Reflection and Self-Exploration

- Watch Chimamanda Adichie's TED talk “The danger of a single story”
<http://www.youtube.com/watch?v=D9Ihs241zeg>.
- Think about the following questions:
- What is the “danger of a single story”?
- How is stereotyping problematic?
- How does this relate to dynamic notions of culture?
- Why does the "single story" phenomenon occur?
- Reflect on the stories about others that we tell and consume. Reflect on your own story. 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?

- 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 one underprivileged group that you feel has been under- or mis-represented in our 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 that you choose by 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 3-4 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.
 - 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 from this cultural group is viewed and treated at school and in the classroom? Why is it important for 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.

List of Links to Artifacts : Provide the link to each artifact (or a picture, if you used a hard copy source such as a magazine).

Grading Rubric

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

5 Community Experience

About: The purpose of this assignment is to help you become aware of how issues discussed in class are relevant in our communities and personal lives. The assignment attempts to accomplish this by having

you engage more personally with the concepts we are discussing in class, and to attend to the surrounding social forces relevant to our many experiences in society. In short, we want you to experience the “meaningful exposure”—perhaps in a very new way—we have been discussing.

Your community experience can be just about whatever you like. There are only three criteria in 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.

You must contact me either in person or through email with your proposed experience to get approval.

Here are some ideas of possible options:

- A meeting of Alcoholics Anonymous (note: some meetings are closed; others are not)
- Attend a support group for pornography or other addictions
- A court session
- Center for Change: interview someone, go thru the website, annotate the website
- Take a tour of Encircle
- Interview a social worker who works with youth and/or families
- Take a tour of Youth Futures
- Interview a refugee or volunteer with a center working in refugee assistance: Asian Association, Provo Refugees
- Interview with staff or clients, or volunteer at the Food and Care Coalition Center
- Interview with staff at a welfare agency
- Volunteer or work at the homeless clinic
- Interview someone who works at a youth detention center
- A PFLAG meeting
- A tour of the Utah Pride Center
- Visit Centro Hispano
- Meet the Muslims
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Sample: You will turn in a paper on LS to report your experience. This papers 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.

Your final paper should be 800 to 1,000 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?
- **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?

Grading Rubric

	Low	Mid	High
Description of Experience	Activity was not approved, or was one with which the student was already familiar. Little to no identification of prior notions or reasons for choosing the activity provided. Description is vague or incomplete, and does not provide enough detail to explain what the student experienced.	Activity was approved and appropriate, but it is unclear whether or not it pushed the student outside his/her comfort zone. Learning goals were not well-connected to the activity. Description of the activity is inadequate in providing a complete picture of the experience.	Activity chosen is appropriate for the assignment and provides an opportunity for new awareness. Students identified clearly why the activity was chosen and what you hoped to learn. The description of the activity is clear and concise, but provides an appropriate level of detail.

Analysis	No new insights were gained or described. Reflection is a summary of the event. No course concepts are integrated, or the course concepts identified are unrelated to the experience.	Insights are mentioned, but are not fully developed. Some analysis is provided of the event, but the argument is weak or is mostly descriptive. Course concepts are mentioned, but are not well-supported with details from the experience.	Several new insights and understandings are clearly articulated and goes beyond mere description of the event itself to provide an analysis. Reflection directly integrates the experience with course concepts and provides appropriate support and evidence for why the concepts are related. There is evidence of critical thinking.
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.

6 Photovoice

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

For this assignment take a series of pictures during your daily routine. Make sure to take a series of pictures (at least 15). After viewing your photos, pick a key concept or term from a previous class (e.g., gender roles, meritocracy, language pragmatics, acculturation, social capital, thin-slicing) you feel these photos illustrate.

Pick a friend or family member to talk with about the concept and the picture, while looking at the images. Define for him/her the concept in your own words, and explain how you think the concept is illustrated in the pictures. Then, have a conversation (15-20 minutes or so) and discussion about your pictures and related concept(s). Invite her or him to ask questions about how you see the connection between the images and concepts, and have a broader discussion about why the concept is important. The purpose of this conversation is for you to gain perspective on your friend/family member’s point of view and to come to new insights as you talk together.

This assignment has 3 parts:

Part A: Pre-discussion Analysis

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

Part B: Post-discussion Analysis

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

Part C: Image

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

Grading Rubric

Part A

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

Part B

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

Insights gained	There is no evidence that the resultant discussion led to insights for the partner or student. If addressed, insights are not well described. There is no evidence there was a back-and-forth discussion after defining the concept and viewing and describing the image.	The discussion that resulted led to some insights for the partner, but not for the student. These insights are described moderately well. There is little evidence there was a back-and-forth discussion, where both student and partner asked questions.	Rich discussion resulted in meaningful insights for the partner, and perhaps for the student as well. At least two or three of these insights are well described. It is evident that insights resulted from a back-and-forth discussion, where both student and partner asked questions.
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7 Final Project

Through this final project, we will ask you to anchor what you have learned this semester in an art experience. You will consider everything you learned from the annotated readings, book club, single story and museum experience and create an art piece, followed by an artist statement. (Further details will be unpacked in class). To complete the assignment, you must do the following.

Step 1: Go to the BYU Museum of Art (MOA) to the ***Rend the Heavens*** exhibit. Reflect on the paintings, artwork and pictures by answering the following question: what knowledge would you need to understand the context of the images? How does the artist help you to feel, know or understand the meaning of what is being portrayed in the artwork? What knowledge from your lived experiences help you to understand the art that is displayed? How do you feel as you view and interact emotionally with the art? Relate your reflection to the concepts you have learned in class this semester (e.g. do you notice depictions of certain groups with a single story? being oppressed? etc.)

Step 2 Digital Story

1. Choose an oppressed group.
2. Investigate the history of the oppression of that group. What are the current socio demographics of the group? What are the stereotypes of the group that have been created and maintained throughout history? How has the group traditionally been treated in the U.S.? What are some of the negative consequences of the oppression of the group? What legal, political, economic oppression has the group experienced? What are some of the positive coping and resiliency strategies utilized by the group? Your presentation should include current conversations, media representations, memes, music, etc.
3. Identify what has happened in schools relative to the group. In what ways have schools served to further the oppression of the group? What anti-oppressive policies have been enacted in schools to counter the oppression experienced by the group? What structures

exist in schools that maintain the oppression of the group in schools? What can education do to support anti-oppression efforts for the group?

4. Create a digital story. The end product will be a 5-8 minute digital video presentation that will be viewed and discussed in class.
5. Your digital story will integrate what you have learned about (a) the history of the oppressed group, (b) the ways that schools responded to the oppressed group, and (c) three ideas discussed in the course readings and discussions.
6. If you have chosen to work in a group, you must provide a description (credits) page that outlines what each person contributed to the production of the digital story. Please include this with the materials you upload to Learning Suite.
7. All source material must be properly credited and respect for intellectual property and copyright is expected. Violators of intellectual property and/or copyright will receive a zero grade for the assignment--I'm seriously not having any of that.
8. This project may require you to create original content (images, animations, audio, video). Really, you are only limited by your imagination and the time you devote to the project.
9. If you search for content via Creative Commons, you may be able to find content (images, video) that you can use freely in your digital story.
10. To earn full credit, properly upload the digital story to YouTube, send the link the Learning Suite prior to the deadline.
11. To earn full credit, create a Portfolio page (under your IP&T website) for your digital story and take a screenshot that you can upload to Learning Suite.

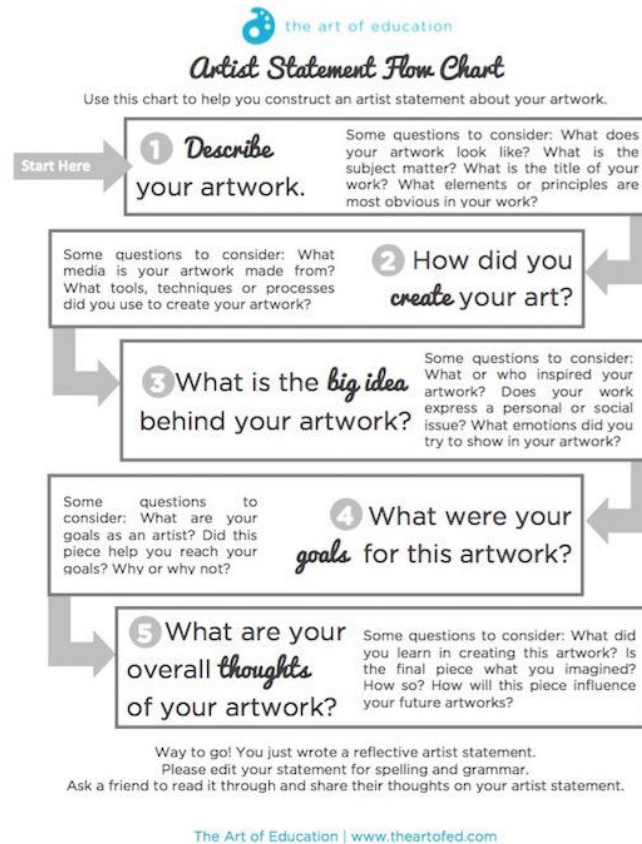
Step 3:

- Part A: Reliquary Sculpture

A **reliquary sculpture** is defined as a container for relics or objects that have been assigned special meaning. Reliquaries, much like shrines, offer a physical space for people to pay homage to the past. After preparing your oppression narrative (through your digital story), you will create reliquary sculptures that illustrate those stories. You will be asked to create thoughtful designs that act as “visual riddles” by integrating elements of the oppression story into your sculpture. Your design should push a viewer to investigate the meaning of your story and solve the “riddle.” These reliquary sculptures will be constructed using clay hand building processes. A mixture of sculpted, cast, and found objects will be used to fill the reliquaries and communicate oppression to think about how oppression works on many. (see below for examples of reliquary sculpture).



- Part B: Artist Statement: You will write artist statements that help viewers interpret your sculptures and solve the "visual riddles." You will also reflect on the process and the concept of oppression and empathy in these artist statements. See sample artist statement below:



8 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 3): Cross cultural paper- attend a cultural performance on campus and compare/ contrast that with what you learned in your community project.

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.