TED 270-001 Multicultural Education

SPRING 2022

University of Wisconsin-Superior - Teacher Education Department
Syllabus & Course Schedule

This 3-credit course is delivered on-campus in 2035 Swenson Hall
Tuesday & Thursday 2:30pm – 3:45pm

Instructor: Mary E. Lee-Nichols, Ph.D.
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Office Hours (Virtually via email, phone, Zoom, or Chat):
Tuesdays 10:00am - 12:00pm & 8:00pm - 10:00pm
Wednesdays 11:00am – 12:00pm
Thursdays 10:00am - 12:00pm

Land Recognition Statement

In honor of the Anishinaabe people, the original peoples and caretakers of this land, we would like to recognize that the University of Wisconsin-Superior inhabits the land of the Ojibwe people. Please take this moment to honor and celebrate ancestral Ojibwe land and the sacred lands of all Indigenous peoples.

I would like to begin this semester by recognizing the land on which this class is taught. It is important, as Wisconsin teachers, that our students understand the history and culture of the 12 Native Nations in our state. Please know who the original inhabitants of the land on which you are currently residing. Here, in Superior, we honor and celebrate Anishinaabe people. Please make a point of knowing the ancestral land on which you are engaged in learning this semester and understand the reasons why most of the land which is now called Wisconsin is no longer the inhabited by the original caretakers of this land. And honor the Indigenous people of your land by learning who they were and are, and by including learning activities in your classrooms that will connect your students with Wisconsin history in all of the subject areas we teach.

Maamawi Ginanda-Gikenindimin
We are learning together

"Education is the most powerful weapon which you can use to change the world."
Nelson Mandela
"Our lives begin to end the day we become silent about things that matter."
Martin Luther King, Jr.

Course Description

TED 270 Multicultural Education supports an intensive study of issues surrounding inequality and inequities that impact education in the U.S. Critically examines issues related to prejudice and discrimination with attention to intersections of race, ethnicity, culture, class, gender, and exceptionality in schools. Focuses on anti-oppressive strategies effective in providing all students equitable opportunities to succeed academically, including integration of WI American Indian history, culture, sovereignty, and treaty rights into PK-12 curriculum. Includes up to 20 hours of Academic Service Learning. *This course meets the diversity requirement for undergraduate Elementary and Secondary Education majors, and University Studies.*

Prerequisites: TB and Criminal Background Check required.
Additional Information: This course meets a requirement for undergraduate education majors which leads to the MC-EA or EA-A, and K-9 licensure in Wisconsin.

Course Requirements

According to **Wisconsin Statute 118.19(8), "**The state superintendent may not grant to any person a license to teach unless the person has received instruction in the study of minority group relations, including instruction in the history, culture and tribal sovereignty of the federally recognized American Indian tribes and bands located in this state." This includes *direct involvement* with various racial, cultural, language and economic groups in the United States.

Course Competencies

WI DPI PI 34,15(4)(c)/ PI 34.022(3) prescribes that this course be designed to address minority group relations to include all of the following:

1. The history, culture, and tribal sovereignty of American Indian tribes and bands located in Wisconsin.
2. The history, culture and contributions of women and various racial, cultural, language and economic groups in the United States.
3. The philosophical and psychological bases of attitude development and change.
4. The psychological and social implications of discrimination, especially racism and sexism in the American society.
5. Evaluating and assessing the forces of discrimination, especially racism and sexism on faculty, students, curriculum, instruction, and assessment in the school program.
6. Minority group relations through direct involvement with various racial, cultural, language and economic groups in the United States.

University of Wisconsin-Superior Student Learning Goals

This undergraduate level course is designed to support your growth towards the following institutional learning goals:

Communication
Students will understand and be understood by others to share meaning through diverse modes including listening, reading, visualizing, speaking, performing/presenting, creating, and writing.

a. Students will apply modes, styles, and conventions of communication appropriate to the students' work and their audience.
b. Students will identify the essential components of a work/presentation and describe their relationship to each other and to the broader context.
c. Students will clearly express themselves to achieve a purpose.
d. Students will civilly engage in an exchange of ideas integrating diverse perspectives.

Individual and Social Responsibility
Students will engage in personal development, interpersonal competence, and social responsibility through active learning.

a. Students will engage in thoughtful analysis that fosters well-being and holistic self-development.
b. Students will articulate their roles and responsibilities in a global community.
c. Students will practice healthy interdependence and mutual respect for others through teamwork.
d. Students will demonstrate informed civic engagement, including intercultural competence as a dimension of the experience.
e. Students will apply ethical reasoning in their academic and community learning experiences.

Creative and Critical Thinking

Students will engage in creative and critical thinking and practice based on multiple forms of evidence, processes, and diverse perspectives.

a. Students will articulate important questions, theories, and creative processes.
b. Students will analyze information to answer specific questions.
c. Students will evaluate assumptions and biases associated with a project, practice, or process.
d. Students will consider multiple, diverse, and global perspectives to answer important questions or produce original work.
e. Students will use evidence to reach and present innovative conclusions or produce original work.

Department of Education – Teacher Preparation Program Philosophy

Housed in the Department of Education, this course strives to align with the following belief statements as approved by the department's teacher education faculty and staff:

We believe in:

- Providing a student centered, responsive, and supportive environment for learning and growth,
- Embracing inclusive practices that honor diverse perspectives and experiences,
- Actively engaging students in learning,
- Fostering students to become reflective practitioners,
- Balancing rigor and relevance in teaching and learning,
- Promoting respectful communication,
- Providing high quality professional development,
- Encouraging intellectual inquiry,
- Exploring the foundational and philosophical bases within the discipline of education,
- Engaging in professional practice grounded in theory and current research,
- Writing with professional literature using a documentation style appropriate for a teaching institution,
- Cultivating high quality educators and instructional professionals.

Learning Outcomes

InTASC Teacher Standard Focus - Standard 2: Learning Differences A full description of inTASC Standards is available at: https://ccsso.org/sites/default/files/2017-12/2013_INTASC_Learning_Progressions_for_Teachers.pdf	
Learning Objectives Aligned with WI Act 31: WI PI 34.022(3) Statutory Requirements **The teacher candidate will be able to:**	**Assessment**
• Describe and plan for the integration of history, culture, and tribal sovereignty of WI American Indian tribes and bands located in Wisconsin into current WI Academic Standards.	1. Course readings/films and associated quizzes/exams. 2. Class discussions and small group activities. 3. ACT 31 Curriculum Integration/Infusion Project

• Identify and explain the history, culture and contributions of women and various racial, cultural, language and economic groups in the United States.	1. Course readings/films and associated quizzes/exams. 2. Class discussions and small group activities.
• Describe the philosophical and psychological basis of attitude development and change.	1. Course readings/films and associated quizzes/exams. 2. Class discussions and small group activities. 3. Final Synthesis & Response Paper
• Describe the psychological and social implications of discrimination, especially racism and sexism in the American society and apply to classroom situations.	1. Current Events (summary & response) 2. Course readings/films and associated quizzes/exams. 3. Class discussions and small group activities. 4. Final Synthesis & Response Paper
• Evaluate and assess the forces of discrimination, especially racism and sexism on faculty, students, curriculum, instruction, and assessment in the school program.	1. Current Events (summary & response) 2. Class discussions and small group activities. 3. Final Synthesis & Response Paper
• Develop and extend minority group relations through direct involvement with various racial, cultural, language and economic groups in the United States.	1. Academic Service-Learning & AS-L Summary & Reflection 2. Multicultural Experiences (participation, summary, response)
• Identify and apply conflict resolution skills to potential classroom situations.	1. Course readings/viewings and associated quizzes. 2. Class discussions and small group activities.
Learning Objectives Aligned with UWS University Studies (Diversity)	**Assessment**
• Consider and utilize multiple, diverse, and global perspectives to answer important questions or produce original work.	1. Final Synthesis & Response Paper 2. Academic Service-Learning & Summary & Reflection

Required Textbooks

Weeks 1-16

Course materials (readings, links to videos, etc.) will be posted weekly in the *Learn@UW-Superior* Canvas. It is important to understand that weekly materials posted for reading/viewing are to be accessed as soon as possible each week and necessary for full engagement in class discussions and activities. *You will also need to have a place to keep electronic files that can be accessed after the semester ends.* This course will provide many resources that will provide support for you as a culturally relevant teacher. It is highly recommended

that you retain these materials for access throughout your Teacher Education courses and as you become a licensed teacher.

WEEKS 10-16

The following texts are required (note that texts will correspond to your Major/Minor license area):

For ALL students:

- Treuer, A. (2012). *Everything you wanted to know about Indians but were afraid to ask.* Borealis Books. ISBN: 978-0-87351-861-1 (paperback)/ISBN: 978-0-87351-862-8 (e-book)

Additionally, ALL students must choose ONE of the following (or both!):

If you are more likely to teach in Grades PK-6, you will potentially use this in your classroom:

- Loew, P. (2015). *Native people of Wisconsin* (Revised and Expanded Edition). Wisconsin Historical Society Press. ISBN: 978-0870207488 $15.95

If you are more likely to teach in Grades 7-12, you will potentially use this in your classroom:

- Loew, P. (2013). *Indian nations of Wisconsin: Histories of endurance and renewal* (2nd Edition). Wisconsin Historical Society Press. ISBN: 978-0870205033 $24.95

Information Regarding Course Materials in Canvas

This course use tools available in **Canvas** - a cloud-based learning management system adopted by UW-Superior. **Students are expected to engage actively in this course.** To participate fully, students are expected to be thoroughly prepared each week by completing assigned reading/viewing to effectively ask and answer questions, comment, and work in cooperative groups to complete weekly assignments.

Students will use the Canvas site for this course to access Weekly Reading/Viewing/and some Discussion Assignments. All notifications will be made either through the Canvas site or your UW-Superior email account should there be any important announcements regarding the course, or if any changes need to be made to the schedule.

This course can be accessed through the **Learn@UW-Superior** link on the UW-Superior homepage. From the menu using the **Canvas Login** link, login to your Canvas account. This course can also be accessed from a Canvas Student App. There is help for you in the **Learn@UW-Superior** menu under Canvas Resources for Students, or https://community.canvaslms.com/docs/DOC-10701 (Links to an external site.)

Tools with which you need to become familiar include:

Modules: A weekly Module contains all of the information for the "week". Our "week" will always begin on Tuesdays in class at 2:30pm (with the exception of the first week when we meet on Thursday

January 20, 2022). The "week" will end on Mondays at 11:59pm when ssignments for the week are due (with the exception of the first week, one of your assignments is due on Friday, January 21st, 2022). Weekly Modules are where you will find content and materials you will need for the week, and descriptions of assignments, and a place where you will submit your assignments. Weekly Homework Checks, Midterm Exam, and Final Exam will be available within Weekly Modules.

Grades: This is a page that will allow you to see all of the grades I have recorded for you. Please contact me if you have any questions about your grade at any time during the semester.

Email: Canvas or UW-Superior email will be used for correspondence in this course. The instructor will respond to email as soon as possible, but within 24-48 hours after messages are received.

People: This section lists the all students in this class. All will be assigned to Discussion and Project Groups. These are the people with whom you will engage in meaningful and purposeful for Discussions and project-based learning.

Discussions: Some Weekly Discussions and Project work will take place online. You will engage in conversations with your Group Members using guidelines discussed in class. Your participation in discussions will be informed by the materials you will read/view each week, and also by your own experiences, if appropriate. Your participation in class and in Canvas discussions is important to understanding diverse perspectives in this class.

Grading/Evaluation of Student Performance

Your grade will be based on your work on a variety of assignments that will allow you to demonstrate your understanding of course material. Due dates for the following assignments are listed in the Course Schedule.

Personal Essay (10 points):

This assignment allows me to get to know you better! In this **two-page, double-spaced** essay, please introduce yourself and tell what you would like me to know about your life, education, family, interests, involvement, recreation inside/outside of school, career plans, etc., ***including your experience with and knowledge of issues surrounding diversity***. Please include anything you would like to share about your own multifaceted identity (cultural, racial, ethnic, gender, religious, etc.), and please do include gender pronouns. Also, please let me know if you have religious/cultural obligations, holy days, traditions, or celebrations that you would like me to know about as I schedule assignments and due dates. This paper will not be graded; your submission will receive full credit. **IN YOUR HEADING, PLEASE INCLUDE: 1) YOUR NAME, Phonetic Pronunciation, & Pronouns AND 2) THE LOCATION (CITY/STATE) YOU CALL HOME.**

Individual/Group Participation (200 points):

Participation is a central and critical component of this class. It is structured and conducted on the basis of cooperative learning theory. ***Your involvement in class discussions is essential.*** You may receive up to 10 points for participation each, with a total of 10 weekly small group discussions. For each weekly discussion, you will receive points for initial contributions to the discussion (postings in answer to questions posed, contributions to projects, etc), and points for meaningful responses to comments of each group member and a final post.

Additionally, to support your preparation for discussions in class, 10 Homework Checks will be available in Canvas (as quizzes). These Homework Checks will assist you in being successful in this class to check your understanding of concepts and the lexicon/academic language necessary for participating fully in class activities and discussions. Completing each is worth 10 points for an additional 100 pts toward participation.

Academic Service-Learning/Field Experience (300 points):

This course requires a minimum of 20 hours of field experience. This experience will be conducted as Academic Service Learning with the intention that you provide on-going meaningful service to an individual/group within our community during the course of the semester. Please note that we also understand the impact of the new Delta variant of the Covid virus, and will follow all guidelines and implement restrictions/changes if necessary. This experience will be monitored and reflected upon throughout the semester, including a final written summary and reflection of your experience related to the course goals. A detailed description of the assignment will be discussed in class and posted on D2L. **Failure to satisfactorily complete 20 hours of Multicultural Experiences will result in course failure.**

Current Events Articles (100 points):

To increase our awareness of how issues of diversity are ever-present, you will contribute 5 *current* news/journal articles related to our multicultural society**.** A very brief summary and personal commentary must be included with a link to the article, uploaded into Canvas. A detailed assignment description and template for this summary and commentary is available in our Canvas courseroom. Please adhere to the specific due dates in the Course Schedule. Each is worth 20 points per article for a total of 100 points.

Multicultural Experiences (200 points):

You are to attend 5 multicultural events over the course of the semester. You are responsible for providing a short summary and reaction paper to each cultural event, approximately one typed page in length. A detailed assignment and template for this summary/response is available the Canvas module. Specific due dates are listed in the Course Schedule, though I encourage you to begin to attend events as soon as possible – you may turn these in at any time before the assigned due dates. These will be worth 40 points each for a total of 200 points, ***and along with Academic Service-Learning, are required experiences for a passing grade in this class.***

Act 31 Curriculum Integration/Infusion Project (40 points)

You will demonstrate how you will integrate WI American Indian/First Nations/Indigenous/Native American studies into a unit or extended lesson that you will plan as a group. This allows you to work together much like a grade level or cross-content teaching team in the planning necessary to develop units that meet state academic and common core standards using an inclusive pedagogy. This requirement is designed to give you an opportunity to use course concepts and associated resources in planning for thematic units that implement anti-oppressive strategies, inviting all students to learn as part of a classroom community. Specific to this project, groups will integrate/infuse aspects WI Native American History, Culture, Tribal Sovereignty, and Treaty Rights into planning for a thematic unit in at least four content (subject) areas. Individuals will focus on the planning in one of the content areas.

Groups will present their plan for this unit to the entire class. The plan will be in the form of a handout, which includes resources, learning activities, connections to WI Academic Standards, and evidence of cultural

authenticity, so that we will be able to use your ideas in our own classrooms in the future. Details of the assignment will be discussed in class.

EXAMS

Midterm Exam (50 points):

A comprehensive midterm exam will cover material from the first half of the course. Questions may include multiple choice, true and false, matching, short answer, or short essay.

Final Exam (50 points):

A somewhat comprehensive final exam will cover material from the entire semester with a focus on content and activities provided during the second half of the course. Questions may include multiple choice, true and false, matching, and short answer.

Final Synthesis/Reflection Paper (50 points):

You will write a "final synthesis and reflection" paper addressing diversity, and how your engagement with issues of race, class, gender, age, exceptionalities, etc. has impacted your understanding of how a teacher's anti-oppressive, anti-racist perspective has the potential to positively impact student learning and citizenship in a multicultural society. This paper should reflect, in a personal way, your understanding and philosophy of multicultural education, with specific evidence related to your understanding of ***how*** marginalization, discrimination, prejudice, and racism impact a person's success in school and in a community (including psychological and social effects), and ***why*** inclusive, anti-oppressive educational practices and strategies can empower ALL students to meet high standards. It must include examples and theory/research to demonstrate an understanding of the importance of including multiple perspectives through content and learning activities that are both representative of the cultural and lived experiences of your students and families, and traditions within and outside of our communities, representing our diverse society. Your understanding of how and why the history, culture, and contributions of Wisconsin Native Americans and historically marginalized groups positively impacts student learning in your classroom will be evident along with **how your knowledge of students' communities, everyday experiences, cultural backgrounds and practices, and interests *will be included in your planning and teaching***, and be indicative of a developing philosophy of multicultural education to meet the needs of ALL learners. Your graded paper, with comments, could be used as an artifact demonstrating how, in part, you have met Wisconsin Teaching Standard #2 (Learning Differences) for inclusion in your Professional Portfolio.

Academic Language

Academic Language is the means by which students develop and express content understandings. It represents the language of the discipline that students need to learn and use to participate and engage in the content area in meaningful ways. Language demands that teachers need to consider as they plan to support student learning of content will be integrated throughout classroom discussions and in your assignments.

Course Point Breakdown

Papers:	
Personal Essay	10
Final Synthesis/Reflection Paper	50
Exams:	
Midterm Review	50
Final Exam	50
Participation (Reading & Discussion):	
10 Group Discussion/Assignments	100
10 Homework Checks	100
Other:	
Academic Service-Learning	300
Act 31 Curriculum Integration/Infusion	40
Multicultural Events	200
Current Events	100
Total:	**1000 points**

Grading Scale

A	93-100% or 930-1000 points
A-	90-92.9% or 900-929 points
B+	87-89.9% or 870-899 points
B	83-86.9% or 830-869 points
B-	80-82.9% or 800-829 points
C+	77-79.9% or 770-799 points
C	73-76.9% or 730-769 points
C-	70-72.9% or 700-729 points
D+	67-69.9% or 670-699 points
D	65-66.9% or 650-669 points
F	Below 65% 0-649 points ***or failure to complete all Multicultural Experiences or Academic Service-Learning***

Course Policies

Working Assumptions for the Course:

- We will respect one another, and the often differing, beliefs, values, and experiences that we bring together as a class.
- We will be open to challenging our own beliefs, assumptions, and interpretations.
- We are here to participate in a meaningful educational experience, which will require your attendance in class, and being prepared for discussions by thoroughly completing assignments and course readings.
- We will create a safe and welcoming learning environment for students of all races, ethnicities, sexual orientations, gender identities, ages, religions, economic classes and ability statuses. To achieve this, we must all make a commitment to engage in each activity and assignment in a respectful, inclusive, and culturally appropriate manner, and to maintain confidentiality when students share personal information.

- **This course and all class assignments are developed in accordance with UW-Superior Policies AP1127 Credit Hour Definition that define time-based expectations for students per course credit (1 credit = 1 hour class/lecture + 2 hours homework). Therefore, in this 3-credit course delivered online, you should expect to be engaged for 9-12 hours per week devoted to assignments, reading, preparation for class, discussions, group projects, etc. Multicultural events and Academic Service Learning hours are included in this time.**

Throughout the course, you will be expected to reflect on, and engage in, discussions on class material sharing your thoughts and even differences of opinion. Disagreeing with ideas, holding alternative views and challenging the status quo are all a part of the higher education tradition, as they provoke us to re-examine our own thinking. We WILL create a safe and welcoming learning environment for students of all races, ethnicities, sexual orientations, gender identities, ages, religions, economic classes and ability statuses. To achieve this, we must all make a commitment to engage in each activity and assignment in a respectful, inclusive, and culturally appropriate manner, and to maintain confidentiality when students share personal information. *In this class, we will encourage mindfulness and apply practices of well-being to our interactions with each other and the student with whom we work.*

Late assignments: You are expected to hand in all assignments on time (i.e., on the designated due date). Please communicate any circumstances with the instructor that would preclude you from meeting deadlines. Late work is accepted at the discretion of the instructor for partial credit. No assignments will be accepted after the final class session unless extenuating circumstances resulting in prior arrangements for an incomplete have been made with the instructor (in compliance with UW-Superior Incomplete Grade Policy).

Attendance & Covid Related Information

The teaching profession requires the highest level of integrity, responsibility, and ethical behavior. As a pre-service teacher, this includes making a commitment to the preparation necessary to become an effective and outstanding teacher. *Participation in group discussions is critical and reflected in your participation grade*. Should illness or an emergency preclude you from participating in class, and you are able to contact the instructor via email or phone, it is much appreciated.

- **You are expected to attend all class periods regardless of modality except in the case of illness such as COVID-19 or other illness that causes poor physical health and precludes you from attending in-person or online. Care-giving such as caring for a child or a family member with COVID-19 is also an acceptable reason for your absence.**
- **If you are absent from a class period for either an on-campus course or a synchronous online course it is your responsibility to contact and communicate with your instructor for any missed periods or resulting delays on classwork. Contact your instructor before you are absent if possible. You will not need a formal doctor's note to excuse an absence caused by illness or caregiving for COVID-19 in this course.**
- **If you are absent from classes for reasons related to illness or caregiving and have notified your instructor, you will not be penalized through grades, missing points, or be deprived of the chance to make-up assignments. But you must still work with your instructor to make up any missed work – either in-class or out-of-class – within the timeframe designated by the instructor.**
- **Students who are not ill, but are in quarantine and/or isolation during testing wait periods due to COVID-19 exposure should attend class online or complete substitute activities at the direction of the instructor.**

Military Families: Veterans, active duty military personnel, and families with special circumstances (e.g., upcoming deployments, drill requirements, disabilities) *are welcome and encouraged to communicate these, in advance if possible, to the instructor.*

Returning student work: Your work will be accessed and evaluated, with grades posted in the Canvas courseroom.

Writing Policy/Resources:

- All work submitted for this class must be your own, original work. You must obtain instructor permission to: 1) use work from any other class for submission as work for this class, or 2) use work produced in this class for submission in another class.
- All work should be submitted as a *MS Word* document (Microsoft Office software is available to you at no charge through UWS Technology Services). For example, please do not submit in a PDF or Pages format. For consistency, all work should be submitted in APA format using a sans serif font such as *11-point Calibri, 11-point Arial,* or a serif font such as *12-point Times New Roman* with 1-inch margins on

all sides of the page. and should be double-spaced unless specified as single-spaced for a specific assignment.

- All work that is not your own must be cited! The field of education uses the citation format outlined in the ***Publication Manual of the American Psychological Association* – 7th edition** as a standard for in-text citations and references. Please become familiar with this format, commonly referred to as APA Style. You do not need to purchase this reference as there are many online sites, which can provide you with excellent assistance for any work you will do in this class. You are encouraged to use the APA 7th Edition Module for assistance!

The University of Wisconsin-Superior Writing Center: The UW-Superior Writing Center https://www.uwsuper.edu/writingcenter/index.cfm located in Swenson 1024, provides free assistance to any and all UW-Superior students with the writing you do for your classes, no matter the subject. Peer consultants have been trained to assist with all stages of the writing process, from brainstorming topics to making final revisions and provide feedback in person and online. Use this link to make an appointment: https://uwsuper.mywconline.com/. (If you have not registered for WCOnline yet, you will be prompted to do so. Create an account using your UW-Superior email address but using a password that is NOT your UW-Superior password). When it's time for your online session to begin, click back into your appointment and select "START OR JOIN ONLINE CONSULTATION." Fall hours will be posted on the site at the beginning of the semester.

UNIVERSITY INFORMATION

DIVERSITY AND INCLUSION AT UW-SUPERIOR

Diversity and inclusion is integral to the educational mission of the University of Wisconsin-Superior. As a community we commit to recognize, include and value inherent worth and dignity of each person; foster tolerance, sensitivity, understanding, mutual respect, and justice among its members; and encourages each individual to strive to reach their own potential. The institution recognizes these experiences are crucial for developing the requisite skills to thrive as a member of a pluralistic society and as a responsible global citizen.

In pursuit of its goal of inclusive excellence, the University actively seeks to attract students, faculty, and staff from diverse backgrounds and life experiences, including but are not limited to: race, ethnicity, sex, gender identity, gender expression, sexual orientation, age, socio-economic background, cognitive ability, physical ability, religion and spirituality, value system, national origin, immigration or refugee status, veteran status, and political beliefs.

The University believes that diversity among its members strengthens the institution, stimulates creativity, promotes the exchange of ideas, and enriches campus life. The University of Wisconsin-Superior views, evaluates, and treats all person in any University related activity or circumstance in which they may be involved, solely as individuals.

For more information about Equity, Diversity, and Inclusion and/or to report bias, discrimination or harassment, please email edi@uwsuper.edu or call 715-394-8015.

Policies and Practices to Help Your Learning and Growth

The University of Wisconsin-Superior is dedicated to a safe, supportive and nondiscriminatory learning environment. It is the responsibility of all undergraduate and graduate students to familiarize themselves with University policies regarding special accommodations, academic misconduct, religious beliefs accommodation, discrimination and absence for University- sponsored events.

Please review the Student Information Module provided in Canvas. This includes policies and information related to:

- Student characteristics, including policies and services related to those who are active military/veterans, those who are pregnant or expecting new family members, and students seeking services for differing abilities and accommodations student services, and others.
- Academic integrity, including information on plagiarism and steps that an instructor can take.
- Campus policies, including how to sign up for Safe Alerts, information on course evaluations, process for submitting a formal grievance regarding academics and/or discrimination, and others.

TED 270-001

SPRING 2022 Course Schedule

Revised 3-8-22

Please note that I may make minor changes/updates in this schedule. Any changes will be announced in class and reflected here.

WEEK	DATE	TOPICS, MATERIALS & DUE DATES
1	1/19	**Multicultural Education:** Introduction, Course Overview, Culturally Responsive/Culturally Relevant Teaching **Course Readings/Videos Available in Canvas** • **Human Relations Attitude Inventory** • **George Floyd, Breonna Taylor, Ahmaud Arbery, Jacob Blake… and Christian Cooper Birdwatching in Central Park...** • **Teacher as Warm Demander** • **Lok'd Out/Name Pronunciations** **Personal Essay Assignment** **Due by Friday (1/21) at 11:59pm**
2	1/25 & 1/27	**Multicultural Education: Equity & Equality** **Week 2 Assignments, Course Readings/Videos Available in Canvas** • **Multicultural Academic Language/Lexicon** • **Dr. Martin Luther King, Jr I Have a Dream Speech** • **President Obama's Speech 8-28-13** • **President Obama's Remarks regarding Trayvon Martin Case** **DUE Monday (1/31) by 11:59pm in Canvas:** **DISCUSSION #1** **CURRENT EVENT #1**
3	2/1 & 2/3	**Multicultural Perspectives: Race & Racism** **Course Readings/Videos Available in Canvas** • **Trading Schools** • **WWYD? Muslim Discrimination** • **WWYD? Latinx Day Laborers** • **Cheerios Ad** • **Kids React to Cheerios Ad** • **Ten Things Everyone Should Know About Race** • **Race: The Power of an Illusion film (Kanopy)** **DUE Monday (2/7) by 11:59pm in Canvas Assignments:** **DISCUSSION #2** **CURRENT EVENT #2** **HOMEWORK CHECK #1**
4	2/8 & 2/10	**Multicultural Perspectives: Ethnicity & Race, A History of Racism** **Course Readings/Videos Available in Canvas** • **Majoring in Minstrelsy** • **McIntosh: Unpacking the Invisible Knapsack** • **Civil Rights & Stereotypes PDF/PPT (& accompanying videoclips)** • **A Girl Like Me** • **CNN Video Clip** • **Seeing Color Article by Lisa Delpit** • **Teaching Hard History** **DUE Monday (2/14) by 11:59pm in Canvas Assignments:** **DISCUSSION #3** **CURRENT EVENT #3** **HOMEWORK CHECK #2**

5	2/15 & 2/17	**Our Students, Families, and Communities: Class & Socioeconomic Status** **Course Readings/Videos Available in Canvas** • **The 51st State: America's Working Poor (Films on Demand)** • **Poverty & Payne, Payne's Response** • **Free/Reduced Income Eligibility Requirements** • **DPI Demographic Data** • **Oppressive Practices vs Anti-Oppressive Strategies** • **Homelessness** **DUE Monday (2/21) by 11:59pm in Canvas Assignments:** **DISCUSSION #4** **CURRENT EVENT #4** **HOMEWORK CHECK #3**
6	2/22 & 2/24	**A Nation of Immigrants: The immigrant Experience, Geographic Discrimination, Language** **Course Readings/Videos Available in Canvas** • **Dialects: African American English** • **Lau v. Nichols** • **Immigration Myths & Facts** • **Worthington, MN** • **Crossing Borders/Border Crossings** • **Funds of Knowledge** • **Somali Muslims Changing Small Town** • **UMN Students & Somali Girls Design Athletic Wear** • **Lost Boys of Sudan** • **Immigration & Culture PDF/PPT** **DUE Monday (2/28) by 11:59pm in Canvas Assignments:** **DISCUSSION #5** **CURRENT EVENT #5** **HOMEWORK CHECK #4**
7	3/1 & 3/3	**Learning Environments for ALL Students: Sexism & Heterosexism, Gender & Sexual Orientation** **Course Readings/Videos Available in Canvas** • **Strengths & Silences** • **Lexicon Definitions** • **Dear Anita: Late Night Thoughts** • **Responsive Classroom** • **Sexual Harassment/Women in Science** • **Bullied** • **Somewhere Out There** • **Out of the Shadows** • **LGBTQ2IA+ Resources** **DUE Monday (3/7) by 11:59pm in Canvas Assignments:** **DISCUSSION #6** **HOMEWORK CHECK #5** **MIDTERM EXAM**
8	3/8 & 3/10	**Communities Where All are Invited: Abilities, Age, Religion, Ageism, Mental Health, Supporting Families Apart** **Course Readings/Videos Available in in Canvas** • **Varied Abilities/Ableism** • **Neurodiversity** • **Mental Health Support** • **Family Redefined** • **Foster Care/Adoption**

		• Religion • Ageism • Military Families • Incarceration • …and more **DUE Friday (3/11) by 11:59pm in Canvas Assignments:** **DISCUSSION #7** **HOMEWORK CHECK #6**
SPRING BREAK 3/14 – 3/18		
9	3/22 & 3/24	**A History of Oppression: Native American/American Indians, Colonization** **Course Readings/Videos Available in Canvas** • **We Shall Remain Series** • **Columbus Day Parable** • **Canary Effect (only to 13:35)** • **Everything You Wanted to Know About Indians (pp. 1-78)** **DUE Monday (3/28) by 11:59pm in Canvas Assignments:** **DISCUSSION #8** **MULTICULTURAL EXPERIENCE #1** **HOMEWORK CHECK #7**
10	3/29 & 3/31	**A History of Oppression: U.S./Wisconsin History Revisited, Why Wisconsin Act 31?** **Course Readings/Videos Available in Canvas** • **ACT 31 Historical Background** • **LCO Tribble Brothers** • **Reflections on Walleye Spearing** • **After the Storm** • **American Indian Education in Wisconsin Studies** • **Everything You Wanted to Know About Indians (pp. 79-137)** **DUE Monday (4/4) by 11:59pm in Canvas Assignments:** **DISCUSSION #9** **MULTICULTURAL EXPERIENCE #2** **HOMEWORK CHECK #8**
11	4/5 & 4/7	**Anti-Oppressive Education: WI Academic Standards, Resources for WI Teachers, Planning for Learning!** • **Act 31 Group Project – WI American Indian Culture & History, Tribal Sovereignty & Treaty Rights** • **Project Assignment & Resource Links Available in Canvas** • **Loew Textbooks – 12 Nations of Wisconsin** • **Act 31 Group Curriculum Integration Project** • **Review of Resources** • **Everything You Wanted to Know About Indians (pp. 138-164)** **DUE Monday (4/11) by 11:59pm in Canvas Assignments:** **12 NATIONS GROUP SUMMARIES** **MULTICULTURAL EXPERIENCE #3** **HOMEWORK CHECK #9**
12	4/12 & 4/14	**Act 31 Group Project – WI American Indian Culture & History, Tribal Sovereignty & Treaty Rights** **Project Assignment & Resource Links Available in Canvas** **DUE Monday (4/18) by 11:59pm in Canvas Assignments:** **DISCUSSION #9** **MULTICULTURAL EXPERIENCE #4**

13	4/19 & 4/21	**Act 31 Group Project – WI American Indian Culture & History, Tribal Sovereignty & Treaty Rights** **Project Assignment & Resource Links Available in Canvas** **DUE Monday (4/25) by 11:59pm in Canvas Assignments: ACT 31 Group Handout**
14	4/26 & 5/2	**When Conflict Arises: Culturally Responsive Pedagogy (of course!), Conflict Resolution, Peer Mediation** **Course Readings/Videos Available in Canvas** • **DOE Discipline Guidelines** • **WI DPI & CASEL Socio-Emotional Learning – Guidelines** **DUE Monday (5/2) by 11:59pm in Canvas Assignments:** **Academic Service-Learning LOG SHEET** **Academic Service-Learning SUMMARY & REFLECTION** **MULTICULTURAL EXPERIENCE #5**
15	5/3 & 5/5	**Multicultural, Antiracist, Anti-Oppressive Education: Teaching for Social Justice, Culturally Responsive/Culturally Relevant Pedagogy, Education for ALL Learners** **Course Readings/Videos Available in Canvas** • **Culturally Responsive Educator Checklist** • **Yes, But How Do We Do it (Ladson-Billings)** **DUE Wednesday (5/6) by 11:59pm in Canvas Assignments:** **HOMEWORK CHECK #10** **FINAL SYNTHESIS & REFLECTION PAPER**
16	FINALS 5/12	**Thursday (5/12) 3:00 – 4:50 in SW 2035** **FINAL EXAM**