

CPSE 480: Multicultural Issues in Special Education

Department of Counseling Psychology and Special Education (CPSE)

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Instructor Information

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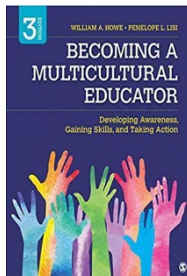
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Course Information

Monday and Wednesday	11:00 - 12:15	374 - TNRB
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** This class is a prerequisite for admission to the Special Education Major or licensure program

Reading Material



Howe, W.A. & Lisi, P.L. (2020). *Becoming a Multicultural Educator: Developing Awareness, Gaining Skills and Taking Action*. Sage Publishing.

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, experiences, and discussions to prepare teachers to address 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:

1. **Learning of Individuals:** Differing ways of learning of individuals with exceptional learning needs including those from culturally diverse backgrounds
2. **Learning Environment:** Ways to create learning environments that allow individuals to retain and appreciate their own and each other respective language and cultural heritage
3. **Negative Stereotypes of Cultures:** Ways specific cultures are negatively stereotyped.
4. **Strategies Used to Cope:** Strategies used by diverse populations to cope with a legacy of former and continuing racism
5. **Interact with Individuals from a Different Culture:** Students will interact with individuals from a culture different than their own
6. **Mediate Controversial Intercultural Issues:** Mediate controversial intercultural issues among students within the learning environment in ways that enhance any culture, group, or person

Expected Learning Outcomes for Global and Cultural Awareness

This course is organized around additional learning outcomes that include global and cultural awareness. It is expected that the readings, discussions, projects, writings, assignments, and assessments will support students to acquire informed awareness of a global culture outside their own, with the interplay of cultures, languages, and/or nations at an international level.

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

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

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

Expected Long-Term Learning Outcomes Addressed by Assignment

International Special Education Project	Students will acquire <i>informed awareness</i> of a global culture outside their own, with the interplay of cultures, languages, and/or nations at an international level. Students will regularly seek information about other peoples, cultures, nations, and religions from sources they have come to recognize as reliable.
Community Experience / Mini Ethnography	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. Students will experience <i>thoughtful reflection</i> on the above, as demonstrated in a structured, guided manner under the direction of a faculty member. Evidence of reflection implies written or spoken analysis that will include a consideration of the student’s own responses to the culture or global issue, often involving comparison and will demonstrate informed awareness.

Course Characteristics Addressed by Assignment

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

For more information on the document addressing the Global and Cultural Awareness learning outcomes, please see the following: [Global and Cultural Awareness](#)

Grading Methodology

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

** Please note that ALL grades will be rounded, for instance, 89.50% will be calculated as 90% at the end of the semester.

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 and stay the entire class time.
- 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.
- You will be allowed one mental health day for the semester, no questions asked. You need to notify your TA that you will be using your mental health day at least 2 hours before class begins or you will be marked absent.

Reminder: Keep in mind, you are expected to participate professionally which means that you engage with the lecture and use electronic devices for notetaking ONLY.

Late Policy

Only assignments turned in on time will be considered for full points. Accommodations should be communicated before assignments are due. If there are unforeseen circumstances, please communicate those to your professor and/or TA for extensions/accommodations.

Changes in Schedule

I reserve the right to change the schedule based on the needs of the class.

Writing

You are expected to write at a college/professional level. Not doing so is disrespectful to those you are showing your work to. Points will be taken off for spelling and grammar errors.

Detailed Grading Methodology

Assignment Type	Due Date	Total Points
Cultural Diorama	Jan 20	100
Ethnography Proposal	Jan 27	25
Identity and Bias Project pt 1	Jan 31	25
Identity and Bias Project pt 2	Feb 7	25
Single Story	Feb 10	50
Ethnography Book/Movie Analysis	Feb 17	50

Identity and Bias Project pt 3	Feb 24	75
Identity and Bias Project pt 4	Mar 2	75
Readers' Theater Bias Project	Mar 6	50
Ethnography Observation and Interview Write Up	Mar 16	100
Ethnography Reflection (Midterm)	Mar 23	200
Ethnography Presentations	Mar 27	100
International Special Education Project (Final)	April 10	250
Quizzes (25 pts each)	End of Semester	75
Attendance, Participation, and Other Assignments	Each Class	100
		1,300

Assignments

Quizzes (25pts each)

There will be up to 3 quizzes throughout the semester given in class. You will work in your group to teach a section of a chapter in a new way. You will be assigned to either “gamify”, “storify”, or “socialfy” your content. This means you teach the content through a game, a story, or in a social way.

Community Ethnography – (475 pts) – Includes the Midterm

This experience is meant to take you *outside your comfort zone*, be different from other experiences and grow your appreciation for the concepts learned. It will be an example of how your students will feel many times: uncomfortable. Allow yourself to be yourself and experience something new. 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.

Ethnography: deals with the description of specific human cultures, using methods such as close observation and interviews.

This project consists of 5 different parts - each with a different due date.

You are being asked to participate in a culture new to you. You will need to observe the culture and interview someone within that community. Make sure you're safe in whatever you choose but allow yourself to step outside your comfort zone.

Part 1: Proposal (25 pts)

Due Jan 27

Your write-up should include:

1. Your intended project
2. A brief background on your intended organization and members.
3. What you expect to learn from this experience
4. How you plan to work through the logistics of observation and interview
5. What you hope to learn from each part of the Ethnography assignment

Part 2: Book/Movie Analysis (50 pts)

Due Feb 17

1. Find and watch/read a book or movie that represents the culture and community you chose.
2. Write a reflection:
Does this book/movie accurately portray the community as you have experienced? How does the book/movie affect the culture today? What can others learn from the book/movie you chose? How can this experience impact the way you respond to and treat your future students and their families?

Part 3: Observation/Interview (100 pts)

Due Mar 16

Your write-up should include:

1. *Initial Thoughts:*
How did you expect this experience to push you out of your comfort zone?
What did you expect to learn/gain from this experience?
2. *Analysis of Observation:*
What happened during the visit? What stood out to you? What did you learn? What insights did you take away?
3. *Analysis of Interview:*
What did you hope to learn from this interview? How did you feel at the beginning of the interview? What did you learn? What did you take away from the interview? How did this interview deepen your understanding of this community/culture?
4. *Connection and Implication:*
How does what you learn connect to what we have discussed in class? Use specific examples to connect this experience to our readings and discussions.
How will the observation and interview impact you as a teacher? How will it impact your classroom and the way you teach? How might this experience be useful in your interactions with future students and parents?

Part 4: Ethnography Reflection - MIDTERM (200 pts)

Due Mar 23

Your write up should include:

1. What have you learned over the course of the ethnography project? How has what you've learned compared to your initial thoughts going into this project?
2. How will this experience impact your work as a special educator?
3. How will you apply what you have gained in your classroom?

Use what you have learned from each part of this assignment, as well as course readings, discussions, and assignments to help support your points on how you will implement this learning as a special educator.

Part 5: Class Presentation (100 pts)

Due Mar 27

1. Prepare a short (6-8 minutes) slideshow presentation about your experience, culture, what you have learned/gained, and how you will use this experience in your future classroom/career. You will present this to the class.

Cultural Diorama (100 pts)

Due Jan 20

The Cultural Diorama Assignment allows you to explore who you are culturally, and how you have experienced privilege. Becoming familiar with your 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 it is essentially 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: Create a Cultural Pie Chart

Think about your own cultural traits and select 4-10 elements of your personal culture. Elements must include, at a minimum, race, ethnicity, socioeconomic status, and gender. The size of each slice should reflect the strength/importance to you and your culture.

Part 2: Artifacts

Using your cultural pie as a reference, identify 3 tangible artifacts that represent some of these invisible aspects of your culture. I am less interested in your hobbies and more interested in a reflection of how the culture in which you were raised has affected what you have, value, do, 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.

Part 3: 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, thinking about your own "deep" and "shallow" cultural traits and habits. How does your background influence the way you see the world? How do you view

yourself? Who are you? Which aspects of your cultural identity contribute most to how you see yourself?

Single Story (50 pts)

Due Feb 10

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 another group.

1. Watch Chimamanda Adichie’s TED talk "The Danger of a Single Story"
2. Write a reflection on what you’ve learned about a single story.
3. What is the danger of a single story? Why does a single story occur?
4. Why is stereotyping problematic?
5. Describe evidence and examples of a single story in your life and in the lives of those around you.
6. Provide examples of a single story at the local, state, national, and international levels.
7. What are the most valuable insights and ideas gained from this lecture?

Readers’ Theater Bias Project (50 pts)

You will work with a group to write a present in a readers’ theater based on a bias that you are assigned. The readers’ theater needs to be between 7-10 minutes. More information to come.

Identity and Bias Reflection Project (200 pts)

Part 1: disAbility Awareness Family History Reflection

Due Jan 31

The purpose of this task is for you to learn more about individuals within your family who were born with obvious challenges, were identified by schools with a disability or disorder, or became disabled in childhood or adulthood through physical or mental illness, accident, injury, or aging. Interview your parents, grandparents, or other older relatives to find out as much as you can about these family members. Write a reflection essay on what you learned.

Part 2: Analysis of Personal Interaction with an Individual with disAbilities Reflection

Due Feb 7

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

Part 3: Children’s Literature Analysis

Due Feb 24

The purpose of this assignment is to analyze how individuals with disAbilities are portrayed in children's literature. Whether online, or through a library resource, read 10 children's literature books with characters focused on a *singular* specific disability.

1. Create a chart with the following information:
 - a. Title, Author, Illustrator of the book
 - b. Summary of the plot
 - c. Demographic information about the characters with a disability (include race, gender age, ethnicity)
 - d. Describe the character's disability as portrayed in the book
 - e. If you would use this book in your classroom
2. Analysis
 - a. Write an analysis of what you have learned from reading these books. Include how you would use these books in a classroom, how the books would influence children's perceptions of disabilities, and any stereotyping.
 - b. Also reflect on how this book impacts your perception of disAbilities and determine if this book would be appropriate for a disAbility awareness lesson in your classroom.
 - c. Finally, compare characters across your chart. Are there any patterns? What do you notice?

Part 4: Inclusion Analysis

Due Mar 2

Choose ONE social/emotional wellness topic (grief, anxiety, depression, anxiety etc.) Read 10 children's books on this topic

1. Create a chart with the following information:
 - a. Title, Author, Illustrator of the book
 - b. Brief summary of the plot
 - c. If you would use this book in your classroom
 - d. How were the children dealing with the topic you chose portrayed?
 - e. Was the topic introduced in such a way to be clear for a student with a disAbility? Why or why not?
2. Analysis
 - a. How does this review inform your understanding of inclusion of children with disAbilities?
 - b. How does this review impact your future teaching?

International Special Education Project (250) - Final

Due April 10

You will work in a group to come up with a solution to a problem or issue in relation to education. You will be given \$25,000 and a country (American Samoa or Fiji) and must work together to solve the issue with the resources you have researched. You will then present your solution to the class in a 15-minute presentation. More information to come.

RUBRICS

Cultural Diorama Scoring Rubric:

	Low	Mid	High
illuminating Artifacts	Artifacts do not represent significant aspects of her/his cultural identity and background. Analysis is trite and insincere.	Analysis of artifacts to illustrate her/his identity and background appears fairly important, though there is little evidence of deep reflection.	Three well-chosen artifacts are analyzed to illustrate “deep” (important and less apparent) aspects of cultural identity and background. Analysis is sincere and moves beyond the obvious.
Analysis of Privilege	Does not address the notion of privilege in the written reflection, or acknowledge privilege to motivate advocacy for others.	Somewhat addresses the notion of privilege in the written reflections. Hardly acknowledges privilege to motivate advocacy for others.	Directly addresses the notion of privilege in the written reflection of each artifact. Acknowledges privilege to motivate advocacy for others.
Summary Statement	Summary is not comprehensive or insightful. It hardly characterizes her/his cultural background and does not identify points about identity and self-awareness more broadly.	Summary is somewhat comprehensive but not very insightful. It characterizes some aspects of her/his cultural background without identifying points about identity and self-awareness more broadly.	Summary is comprehensive and insightful. It characterizes her/his cultural background while also identifying meaningful points about identity and self-awareness more broadly.

Cultural Pie	Addresses some aspects of her/his cultural identity, though neglects race/ethnicity, gender, and socioeconomic status. The aspects and salience of cultural identity in the pie are not congruent with the artifacts and reflections.	Addresses some aspects of her/his cultural identity, though neglects race/ethnicity, gender, or socioeconomic status. The aspects and salience of cultural identity in the pie are somewhat congruent with previous artifacts and reflections.	Addresses significant aspects of her/his cultural identity, particularly race/ethnicity, gender, and socioeconomic status. The aspects and salience of cultural identity in the pie are congruent with previous artifacts and reflections.
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Single Story Grading Rubric

	Low	Mid	High
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 that are explored in more than cursory ways. It shows an understanding of the implications and dangers of a single story and reflects on the impact of a “single story” on others, and how the single story is perpetuated in different ways. Self-exploration is related to how the “single story” has affected you in your own life, and provides new and useful insights regarding the communication, impact, and/or pervasiveness of the “single story” phenomenon.

Snapshot	<p>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.</p>	<p>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.</p>	<p>Snapshot was used as an opportunity for new awareness or engaging with groups not already familiar. Artifacts are drawn from different sources and included.</p>
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Community Experience Mini Ethnography Grading Rubric

	Low	Mid	High
Description of Experience	<p>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.</p>	<p>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.</p>	<p>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.</p>

Analysis	<p>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.</p>	<p>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.</p>	<p>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.</p>
Interview	<p>No interview conducted.</p>	<p>Interview conducted but no new insights were described. Reflection is a summary of the event. No course concepts are integrated, or the course concepts identified are unrelated to the experience.</p>	<p>Interview conducted with member of community. New insights and understandings are clearly articulated and goes beyond mere description of the event itself to provide an analysis. Reflection directly integrates the interview with the experience and course concepts and provides appropriate support and evidence for why the interview, experience and course concepts are related. There is evidence of critical thinking.</p>

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.

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. A grade is given for exceptional performance. Meeting all requirements, completing all coursework, and participating 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.