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**Contact information:**

Instructor: Krista Gylund

Office: Laird 520 (Marshfield) and 323 (Marathon)

Office hours: Tu, Fr (Wausau) 12-3 p.m. and Th (Marshfield) 12-3 p.m. or by appointment.

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**Time/Location:** Wausau = North/South Hall 218 and Marshfield = MSF Fine Arts 466

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**Textbook:** Koppelman, K.L. (2017). *Understanding Human Differences: Multicultural Education for a Diverse America* (5th ed.). New York: Allyn and Bacon.

Additional information may be assigned and distributed by the instructor.

**Course description:** This course is designed to prepare students to be competent educators in a pluralistic society. Current theory and research on the major issues confronting educators in a pluralistic society will be explored including, but not limited to, immigration, poverty, issues particular to Native Americans, African Americans, Hispanic Americans and other cultural/ethnic groups, exceptionality, sexual orientation, religion, and other special interest groups. The knowledge base and rationale for this course is specified in the Wisconsin Department of Public Instruction PI 34.15 (4) and state requirements for teacher education found in Wisconsin Statute 118.19.

**Learning outcomes:**

- To acknowledge and assess cultural influences in one's own life. (InTASC 9 [i])
- To acquire knowledge of an educator's role in a diverse and pluralistic society. (InTASC: 1[g], 2)
- To learn about other cultures, ethnic groups, races, and sexual orientations in order to better address students' backgrounds, experiences, and needs in the educational process. (InTASC: 2, 10[m])
- To increase personal understanding of education through the history of public schooling and reflect on the evolution of that history from multiple viewpoints (InTASC 10[l]).
- To state personal attitudes toward diversity, public schooling, and culture while reflecting on the appropriateness of teaching as a future vocation (InTASC 9 [g & j]).
- To practice effective communication skills regarding politically-charged topics (InTASC 10[n]).

**In-Class Expectations**

- 1) Bring materials to class. Be prepared.
- 2) ***Be on time and leave on time (don't pack early). \*This means you are mentally checked out.***
- 3) ***Be willing to experience new things. \*Including the way Professor Gylund teaches.***
- 4) Agree to disagree
- 5) Hold yourself accountable in a positive manner.
- 6) Respect your colleagues by not talking or sleeping in class when a colleague or the teacher is speaking.
- 7) Laptops cannot be used for taking notes. Research indicates laptops lower grades and distract other students in class (Barak et al., 2006; Fried, 2008; Maxwell, 2007; Mazzie, 2008; Sana et. al, 2013). This includes BYOD. This rule will not be applied when such devices might be needed for classroom activities. ***\*Please bring your devices to class. Occasionally you will be asked to use them.***
- 8) ***Please turn off cellphones, etc. Don't ever text in class. If you need to answer a call please leave the classroom. Please limit necessary phone calls to reasonable serious personal issues and emergencies. If the call is expected please give the teacher reasonable notice.***
- 9) You may eat or drink as needed unless it becomes a distraction. Then it will not be allowed.
- 10) Emails are to be courteous and professional. Rude, demanding, and "last minute" emails will not receive a reply.  
YOU deserve success.  
YOU are responsible for your success.

**Daily Materials:** Writing utensil, notebook, and an electronic device for typing, entering data, and in-class activities.

## Daily Schedule

- 1) Check-in and Goals
- 2) PLC Quiz
- 3) PLC – Share, Compare, and Build
- 4) PLC Teach
- 5) Learning Lab Time (any remaining time). \*This time is for working on readings, assignments, or seeking teacher guidance for this course.

| Learning Requirements                                 | Points     |
|---|------------|
| <u>Selected Response Tests</u> (Normative based)      |            |
| Quizzes 11 @ 15 points each                           | 165 (52%)  |
| <u>Assignments and Exercises</u> (Criterion based)    |            |
| Reading Guides (11 x 5 points)                        | 55 (17%)   |
| Self-Reflection Posts (12 x 2 points) + 1 Bonus Point | 25 (8%)    |
| Diversity and Identity Autobiography                  | 20 (6%)    |
| Final   | 50 (16%)   |
| <b>Total Points</b>                                   | <b>315</b> |

### Course requirements:

#### Assessments: Selected Response Tests

Students will take eight (8) Quizzes during the course. The Quizzes will be on the readings and class discussions. The Quizzes will be 15 multiple choice questions. Quizzes will occur immediately after completing the chapter. You will take the Quizzes during class. You will be asked to reflect on your Quizzes by discussing your answers in your PLC.

**Purpose:** These summative assessments are meant to:

- To enhance knowledge and understanding of course content.
- To acknowledge and assess cultural influences in one's own life. (InTASC 9 [i])
- To acquire knowledge of an educator's role in a diverse and pluralistic society. (InTASC: 1[g], 2)
- To learn about other cultures, ethnic groups, races, and sexual orientations in order to better address students' backgrounds, experiences, and needs in the educational process. (InTASC: 2, 10[m])
- To increase personal understanding of education through the history of public schooling and reflect on the evolution of that history from multiple viewpoints (InTASC 10[l]).

**Attendance Assignment (Reading Guides):** You will be given reading guides for each chapter. These reading guides should be submitted by the beginning of each class period that starts a new chapter. That is, the day of class we start the chapter is when the reading guide is due. The exact due date will be posted in Canvas. Attend each class. If you must miss a class, communication with the professor is required. You must arrange with a peer to obtain class notes from the day missed. Students who are absent find that they do not get as much out of the course as other students.

**Purpose:** The purpose of this assignment is to:

- make your reading more purposeful and to have you prepared to discuss the topic covered.
- To acquire knowledge of an educator's role in a diverse and pluralistic society. (InTASC: 1[g], 2)

**Self-Reflection Posts:** Typically, each week you will post personal examples of various course content and concepts. These can be found in Canvas. Purpose: The purpose of the opportunity is to:

- To develop a deeper connection with the course by developing self-reflective skills that are critical for teacher-researchers.
- To acknowledge and assess cultural influences in one's own life. (InTASC 9 [i]).
- To state personal attitudes toward diversity, public schooling, and culture while reflecting on the appropriateness of teaching as a future vocation (InTASC 9 [g & j]).
- To practice effective communication skills regarding politically-charged topics (InTASC 10[n])

**Diversity and Identity Autobiography - 20 points:** Examine your identity and your experiences with diversity. There will be two parts to this task.

**Purpose:**

- To acknowledge and assess cultural influences in one's own life. (InTASC 9 [i])
  - To practice effective communication skills regarding politically-charged topics (InTASC 10[n]).
- a) **Part 1: Due Date: Beginning of Wk 2** Tell the class about yourself. Prepare a short (5-10 min.) presentation about yourself. The presentation method is your choice (e.g., Prezi, Powerpoint, or another that you get approval from me prior to using). **Please note you must be able to send me a copy that I can open and read without any problems.** Your presentation should address these questions:
- a. What geographic location do you identify with? +.5
  - b. What is your ethnic identity? +.5
  - c. What is your social class identity? +.5
  - d. What cultural identities are most significant to you (gender; sexual orientation; language; military background; religion; spiritual practice; education; physical, mental, emotional or learning ability or difference?+.5 **NOTE: I EXPECT YOU TO SHARE ONLY WHAT IS COMFORTABLE. THIS IS NOT MEANT TO "OUT" ANYONE.**
  - e. What is one thing you like and one thing you dislike about this identity?+.5
  - f. How does your cultural background help and hinder you at work? at school? other places? (Note the answer must include work, school, and one other place) +1.5
  - g. Describe an event that made you realize that you were different from another group of people. How old were you? Where did this take place? What happened to you? Who was the other person/group? How did you react? What did you do about it? +3
  - h. Relax and reflect on that memory for 5 minutes by closing your eyes and focusing on your breathing while you think about the place, when, and who was involved in the incident. Open your eyes and answer how the memory influences the way you interact with others now. Include in your answer:
    1. What attitude towards others does the memory show?+.5
    2. What assumptions about others does the memory convey?+.5
    3. How might the memory influence interactions with others? +.5
  - i. Reflecting back on the experience, how might the memory make it easier for you to recognize, appreciate and understand differences? +1.5
- b) **Part 2: Due Date: Beginning of Wk 9** Write a paper that describes who you are – your identity- as both a member of an in-group and out-group. The paper should be 2-3 pages in length (double-spaced) and may include details that you used in your Autobiography presentation. The paper should answer the following questions:
- 1) Describe when you were part of an in-group? Out-group? +2
  - 2) What was a strength that came from being in each group.? +2
  - 3) Describe a time when you were treated better because you belonged to the in-group?+1
  - 4) Describe a time when you treated someone poorly because you belonged to the in-group?+1
  - 5) Describe a time when you were treated poorly because you belonged to the out-group?+1
  - 6) How does membership in one and the other group produce conflicts with members of the other group? That is, how does being in the out-group produce conflicts with members of the in-group and vice versa?+1
  - 7) What values and skills for conflict resolution could have or could be used to resolve a conflict between the in-group and out-group? Use an example from your experience. +2

**End of Semester Final – 50 points**

The final will be a culmination of the discussions and questions we have had and answered throughout the semester.

**Purpose:**

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- To practice effective communication skills regarding politically-charged topics (InTASC 10[n]).

**Grading Scale: Total points possible = 315**

|    |          |    |          |    |          |        |
|----|----------|----|----------|----|----------|--------|
| A  | 94-100%  | A- | 90-93.9% |    |          |        |
| B+ | 87-89.9% | B  | 83-86.9% | B- | 80-82.9% |        |
| C+ | 77-79.9% | C  | 73-76.9% | C- | 70-72.9% |        |
| D+ | 67-69.9% | D  | 63-66.9% | D- | 60-62.9% | F <60% |

**Late or Missed Exam or Paper Policy:** All exams and assignments are to be completed at the stated times at the beginning of class or before. This includes participants in sporting events, music groups, theater productions, and other extracurricular activities. If there are unusually exceptional circumstances that prevent you from doing so at the scheduled time, you must obtain permission from me in advance to make other arrangements or have written documentation for the missing the exam or assignment. This also includes an email notice that you will be missing class. If you did not get permission, please do not ask to turn in the assignment late. **NO LATE ASSIGNMENTS WILL BE ACCEPTED.** You are responsible for getting the assignment to me on time via email or dropbox. The email must be professional using a heading, body, and closing with your name. You are allowed to turn in assignments early.

**Academic Involvement:** Your attendance and active involvement are expected, desired, and highly encouraged. In the exceptional case in which a student's attendance and/or participation seem to be significantly interfering with his or her performance with the class, I reserve the right to contact the student individually. Of course, you are responsible for the material whether you are present in class or not. You are expected to be ready for class on time and to wait until class is over to pack up to leave.

**Attendance Policies:** Attendance is exceptionally important to student success in a course. Students are expected to attend all class meetings for which they are registered. It is expected that you notify the instructor directly and obtain advanced permission to miss class for a legitimate reason (i.e., athletic event, class field trip, performance, etc.). If you miss class without legitimate notification/approval, you may lose points for an assignment, quiz, or exam for that day. If you encounter an acute illness or personal emergency that requires you to be absent for two or more consecutive classes, you should notify me immediately by email or have your parent or guardian contact me by email. If you are absent for three or more unexcused absences, you may be asked to drop the course or you may receive one grade lower. Either of these events may affect your financial aid and/or eligibility to participate in co-curricular activities (i.e., athletics). You are allowed two mental health days for the semester. These are days for you to get extra rest or catch up on work. If you take a mental health day it is still expected that you send an email notifying me. **Cell Phones: Students will be asked to leave class if found texting or engaging in social media sites**

**Campus Email Policy:** All email correspondence to your instructors **MUST** be sent through your official campus email account. For safety against computer viruses and to remove SPAM email messages, your instructor may delete without reading any email originating outside our campus email system. If you use any other email account to contact your instructor – you **MUST ASSUME** that the message **WILL NOT** be read. Students are encouraged to read their campus email regularly.

### Emergency Procedures

- In the event of a **medical emergency call 9-1-1** or use campus phone [list location in room or nearest your classroom]. Offer assistance if trained and willing to do so. Guide emergency responders to victim.
- In the event of a **tornado warning, proceed to the lowest level interior room** without window exposure at [list primary location for shelter closest to classroom,]. See [www.uwsp.edu/rmgt/Pages/em/procedures/other/floor-plans.aspx](http://www.uwsp.edu/rmgt/Pages/em/procedures/other/floor-plans.aspx) for floor plans showing severe weather shelters on campus. Avoid wide-span structures (gyms, pools or large classrooms).
- In the event of a **fire alarm, evacuate the building** in a calm manner. Meet at [state logical location to meet 200 yards away from building]. Notify instructor or emergency response personnel of any missing individuals.
- **Active Shooter – RUN. HIDE. FIGHT.** If trapped, hide, lock doors, turn off lights, spread out and remain quiet. Call 9-1-1 when it is safe to do so. Follow instructions of emergency responders.

See UW-Stevens Point Emergency Procedures at [www.uwsp.edu/rmgt/Pages/em/procedures](http://www.uwsp.edu/rmgt/Pages/em/procedures) for details on all emergency response at UW-Stevens Point.”

### Absences due to Military Service

As stated in the UWSP Catalog, you will not be penalized for class absence due to unavoidable or legitimate required military obligations, or medical appointments at a VA facility, [not to exceed two \(2\) weeks](#) unless special permission is granted by the instructor. You are responsible for notifying faculty members of such circumstances as far in advance as possible and for providing documentation to the Office of the Dean of Students to verify the reason for the absence. The faculty member is responsible to provide reasonable accommodations or opportunities to make up exams or other course assignments that have an impact on the course grade. For absences due to being deployed for active duty, please refer to the [Military Call-Up Instructions for Students](#).

### Religious Beliefs Accommodation

It is UW System policy ([UWS 22](#)) to reasonably accommodate your sincerely held religious beliefs with respect to all examinations and other academic requirements.

You will be permitted to make up an exam or other academic requirement at another time or by an alternative method, without any prejudicial effect, if:

- There is a scheduling conflict between your sincerely held religious beliefs and taking the exam or meeting the academic requirements; and
- You have notified your instructor within the first three weeks of the beginning of classes (first week of summer or interim courses) of the specific days or dates that you will request relief from an examination or academic requirement.
- Your instructor will accept the sincerity of your religious beliefs at face value and keep your request confidential.
- Your instructor will schedule a make-up exam or requirement before or after the regularly scheduled exam or requirement.
- You may file any complaints regarding compliance with this policy in the Equity and Affirmative Action Office.

### Equal Access for Students with Disabilities\*

UW-Stevens Point will modify academic program requirements as necessary to ensure that they do not discriminate against qualified applicants or students with disabilities. The modifications should not affect the substance of educational programs or compromise academic standards; nor should they intrude upon academic freedom. Examinations or other procedures used for evaluating students' academic achievements may be adapted. The results of such evaluation must demonstrate the student's achievement in the academic activity, rather than describe his/her disability.

*If modifications are required due to a disability, please inform the instructor and contact the [Disability and Assistive Technology Center](#) to complete an Accommodations Request form. Phone: 346-3365 or Room 609 Albertson Hall.*

### Help Resources

| Tutoring  | Advising  | Safety and General Support                       | Health   |
|---|---|--|--|
| <b>Tutoring and Learning Center helps with Study Skills, Writing, Technology, Math, &amp; Science. 018 Albertson Hall, ext 3568</b> | Academic and Career Advising Center, 320 Albertson Hall, ext 3226 | Dean of Students Office, 212 Old Main, ext. 2611 | Counseling Center, Delzell Hall, ext. 3553. Health Care, Delzell Hall, ext. 4646 |

### UWSP Service Desk

The Office of Information Technology (IT) provides a Service Desk to assist students with connecting to the Campus Network, virus and spyware removal, file recovery, equipment loan, and computer repair. You can contact the Service Desk via email at [techhelp@uwsp.edu](mailto:techhelp@uwsp.edu) or at (715) 346-4357 (HELP) or visit this [link for more information](#).

### Care Team

The University of Wisconsin-Stevens Point is committed to the safety and success of all students. The Office of the Dean of Students supports the campus community by reaching out and providing resources in areas where a student may be struggling or experiencing barriers to their success. Faculty and staff are asked to be proactive, supportive, and involved in facilitating the success of our students through early detection, reporting, and intervention. As your instructor, I may contact the Office of the Dean of Students if I sense you are in need of additional support which individually I may not be able to provide. You may also share a concern if you or another member of our campus community needs support, is distressed, or

exhibits concerning behavior that is interfering with the academic or personal success or the safety of others, by reporting [here](#).

### Academic Honesty

Academic Integrity is an expectation of each UW-Stevens Point student. Campus community members are responsible for fostering and upholding an environment in which student learning is fair, just, and honest. Through your studies as a student, it is essential to exhibit the highest level of personal honesty and respect for the intellectual property of others. Academic misconduct is unacceptable. It compromises and disrespects the integrity of our university and those who study here. To maintain academic integrity, a student must only claim work which is the authentic work solely of their own, providing correct citations and credit to others as needed. Cheating, fabrication, plagiarism, unauthorized collaboration, and/or helping others commit these acts are examples of academic misconduct, which can result in disciplinary action. Failure to understand what constitutes academic misconduct does not exempt responsibility from engaging in it.

*UWSP 14.03 Academic misconduct subject to disciplinary action.*

- (1) Academic misconduct is an act in which a student:
  - (a) Seeks to claim credit for the work or efforts of another without authorization or citation;
  - (b) Uses unauthorized materials or fabricated data in any academic exercise;
  - (c) Forges or falsifies academic documents or records;
  - (d) Intentionally impedes or damages the academic work of others;
  - (e) Engages in conduct aimed at making false representation of a student's academic performance; or
  - (f) Assists other students in any of these acts.
  
- (2) Examples of academic misconduct include, but are not limited to:
  - Cheating on an examination
  - Collaborating with others in work to be presented, contrary to the stated rules of the course
  - Submitting a paper or assignment as one's own work when a part or all of the paper or assignment is the work of another
  - Submitting a paper or assignment that contains ideas or research of others without appropriately identifying the sources of those ideas
  - Stealing examinations or course materials
  - Submitting, if contrary to the rules of a course, work previously presented in another course
  - Tampering with the laboratory experiment or computer program of another student
  - Knowingly and intentionally assisting another student in any of the above, including assistance in an arrangement whereby any work, classroom performance, examination or other activity is submitted or performed by a person other than the student under whose name the work is submitted or performed.

Students suspected of academic misconduct will be asked to meet with the instructor to discuss the concerns. If academic misconduct is evident, procedures for determining disciplinary sanctions will be followed as outlined in the [University System Administrative Code, Chapter 14](#).

### Other Campus Policies

#### **FERPA**

The [Family Educational Rights and Privacy Act](#) (FERPA) provides students with a right to protect, review, and correct their student records. Staff of the university with a clear *educational need to know* may also have to access to certain student records. Exceptions to the law include parental notification in cases of alcohol or drug use, and in case of a health or safety concern. FERPA also permits a school to disclose personally identifiable information from a student's education records, without consent, to another school in which the student seeks or intends to enroll.

#### **Title IX**

UW-Stevens Point is committed to fostering a safe, productive learning environment. Title IX and institutional policy prohibit discrimination on the basis of sex, which includes harassment, domestic and dating violence, sexual assault, and stalking. In the event that you choose to disclose information about having survived sexual violence, including harassment, rape, sexual assault, dating violence, domestic violence, or stalking, and specify that this violence occurred while a student at UWSP, federal and state laws mandate that I, as your instructor, notify the Title IX Coordinator/Office of the Dean of Students.

Please see the information on the [Dean of Students webpage](#) for information on making confidential reports of misconduct or interpersonal violence, as well as campus and community resources available to students. For more information see the [Title IX page](#).

**Clery Act**

The US Department of Education requires universities to disclose and publish campus crime statistics, security information, and fire safety information annually. Statistics for the three previous calendar years and policy statements are released on or before October 1<sup>st</sup> in our [Annual Security Report](#). Another requirement of the Clery Act, is that the campus community must be given timely warnings of ongoing safety threats and immediate/emergency notifications. For more information about when and how these notices will be sent out, please see our [Jeanne Clery Act](#) page.

**Drug Free Schools and Communities Act**

The Drug Free Schools and Communities Act (DFSCA) requires institutions of higher education to establish policies that address unlawful possession, use, or distribution of alcohol and illicit drugs. The DFSCA also requires the establishment of a drug and alcohol prevention program. The Center for Prevention lists information about alcohol and drugs, their effects, and the legal consequences if found in possession of these substances. [Center for Prevention – DFSCA](#)

**Copyright infringement**

This is the act of exercising, without permission or legal authority, one or more of the exclusive rights granted to the copyright owner under section 106 of the Copyright Act. Each year students violate these laws and campus policies, putting themselves at risk of federal prosecution. For more information about what to expect if you are caught, or to take preventive measures to keep your computing device clean, visit our [copyright page](#).

**Changes may be made to this syllabus at my discretion; you will be informed of any changes promptly.**

**Disputes**

Students are expected to be aware of their grades throughout the semester. Check the grade book on Canvas weekly. Any questions, concerns, or disputes about grades for your work must be submitted via e-mail to Professor Gylund (kgylund@uwsp.edu) within one week of the date that the grade was posted.

Calendar key:

| Week | Class Date   | Topics, Activities, & Labs  | Assignments Due  |
|------|--------------|---|--|
| 1    | September 3  | Expectations & Foundations for Success<br>Syllabus<br>Clarifying Values and Language for Autobiography<br>Presentations | Read Syllabus<br><br>Dialogue for next week’s responsibilities   |
| 2    | September 10 | Autobiography presentations<br><b>Learning Lab: Autobiography presentations</b>   | Autobiography presentations  |
| 3    | September 17 | Autobiography presentations<br><b>Learning Lab: Autobiography presentations</b>   | Autobiography presentations  |
| 4    | September 24 | Autobiography presentations<br>The Power of Culture<br><b>Activity: HUMAN RELATIONS ATTITUDE INVENTORY (Measure 1)</b>  | Autobiography presentations<br><br><b>Self-Reflection:</b> Describe one of the elements of culture and explain why it is a powerful aspect in your life. |

|   |            |  |  |
|---|------------|--|--|
| 5 | October 1  | <p>Understanding Ourselves &amp; Others:<br/>Clarifying Values and Language<br/><b>Activity:</b> IAT . (Measure 1)<br/><b>Learning Lab:</b> SR, RG, SD, or Autobiography paper</p> | <p><b>Read Chp 1 &amp; Guide</b></p> <p><b>Self-Reflection:</b> Explain how a negative attitude developed in you and how it impacts the way you treat others.</p>  |
| 6 | October 8  | <p>Understanding Prejudice and its Causes<br/><b>Activity:</b> Cross-Cultural Verbal Misunderstandings<br/><b>Learning Lab:</b> SR, RG, SD, or Autobiography paper</p>             | <p><b>Read Chp 2 &amp; Guide</b></p> <p><b>Self-Reflection:</b> What is one form of prejudice that you have heard/witnessed in your life?</p>  |
| 7 | October 15 | <p>Communication<br/><b>Activity:</b> Cross-Cultural Verbal Misunderstandings<br/><b>Learning Lab:</b> SR, RG, SD, or Autobiography paper</p>                                      | <p><b>Read Chp 3 &amp; Guide</b></p> <p><b>Self-Reflection:</b> Describe a time when your negative attitude created conflict and how you would use one of the key values/skills necessary for conflict resolution to resolve the conflict.</p> |
| 8 | October 22 | <p>Immigration and Oppression: The Assault on Cultural and Language Diversity<br/><b>Learning Lab:</b> SR, RG, SD, or Other</p>  | <p><b>Read Chp 4 and Guide</b></p> <p><b>Self-Reflection:</b> Describe a myth you have or had about immigrants and why it changed or has not changed.</p>  |
| 9 | October 29 | <p>Race and Oppression: The Experiences of People of Color in America<br/><b>Activity:</b> Videos: Race &amp; Housing<br/><b>Learning Lab:</b> SR, RG, SD, or Other</p>            | <p><b>Autobiography paper</b></p> <p><b>Read Chp 5 &amp; Guide</b></p> <p><b>Self-Reflection:</b> Give an example and explain how it represents a time when you might have been racist.</p>  |



|    |             |  |   |
|----|-------------|--|---|
| 10 | November 5  | <p>Classism: Misconceptions and Myths About Income, Wealth, and Poverty</p> <p><b>Activity:</b> Video: “Why You Can’t Bootstrap Yourself Out of Poverty</p> <p><b>Learning Lab:</b> SR, RG, SD, or Other</p> | <p><b>Read Chp 9 &amp; Guide</b></p> <p><b>Self-Reflection:</b> Give an example and explain how income has impacted your ability to succeed in school (This can be positive or negative).</p>   |
| 11 | November 12 | <p>Sexism: Where the Personal Becomes Political</p> <p><b>Activity:</b> IAT (Measurement 2)</p> <p><b>Learning Lab:</b> SR, RG, SD, or Other</p>   | <p><b>Read Chp 10 &amp; Guide</b></p> <p><b>Self-Reflection:</b> Give an example and explain how it represents a time when you might have been sexist or experienced sexism.</p>  |
| 12 | November 19 | <p>Heterosexism: Transforming Homosexuality From Deviant to Different</p> <p><b>Activity:</b> Video: Harvey Milk</p> <p><b>Learning Lab:</b> SR, RG, SD, or Other</p>  | <p><b>Read Chp 11 &amp; Guide</b></p> <p><b>Self-Reflection:</b> Describe a myth, using the chapter myths, you have or had about homosexuality and why it changed or has not changed.</p>   |
| 13 | November 26 | <p>Ableism: Disability Does Not Mean Inability</p> <p><b>Activity:</b></p> <p><b>Learning Lab:</b> SR, RG, SD, or Other</p>  | <p><b>Read Chp 12 &amp; Guide</b></p> <p><b>Self-Reflection:</b> Give an example and explain how it represents a time when you reacted negatively towards someone with a disability.</p>  |
| 14 | December 3  | <p>Pluralism in Schools: The Promise of Multicultural Education</p> <p><b>Activity:</b> Personal Assessment</p> <p><b>Learning Lab:</b> SR, RG, SD, or Other</p>   | <p><b>Read Chp 7&amp; 13 &amp; Guide</b></p> <p><b>Self-Reflection:</b> Describe a current issue you think makes pluralism in your home community difficult and an activity for social change that you think might address the issue.</p> |

|                   |                        |   |  |
|-------------------|------------------------|---|--|
| 15                | December 10            | Pluralism in Society: Creating Unity in a Diverse America<br><b>Activity:</b> HUMAN RELATIONS ATTITUDE INVENTORY<br><b>(Measure 2)</b><br><b>Learning Lab:</b> SR, RG, SD, or Other | <b>Read Chp 14 &amp; Guide</b><br><br><b>Self-Reflection:</b> What do YOU think the US should do to enhance unity for a diverse America? |
| <b>FINA<br/>L</b> | <b>December<br/>18</b> | <b>12:30 p.m. – 2:30 p.m. Regular Classroom</b>   |  |